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ABSTRACT

Background information is provided about the Michigan Educational Assessment Program (MEAP) reading test, a test developed to meet the objectives specified by the State Board of Education in 1986. The revised test measures reading in a more interactive manner than did previous tests. The rationale of the test is presented, the revised reading objectives are described, and an overview and description of the Essential Skills Reading Test are included. The test was approved for administration to grades 4, 7, and 10 in the fall of 1989. Test items have been designed to measure students': (1) ability to construct meaning for selected texts; (2) knowledge about reading; and (3) attitudes and self-perceptions. Item construction and test administration are described and reporting of test results is reviewed. Samples of the stories used in grades 4 and 7 and the informational selections for grade 10 are provided. Test report forms are attached, and the item writers are listed. (SLD)

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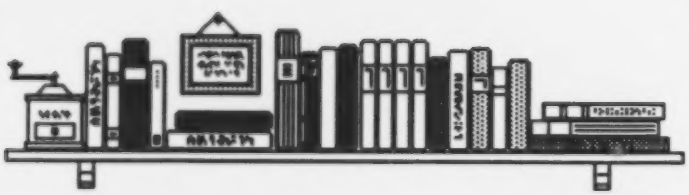
Essential Skills Reading Test* Blueprint

(Fifth Edition)



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* The new MEAP Reading Test

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Essential Skills
Reading Test Blueprint
(Fifth Edition)

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Table of Contents

Introduction 3
Background 3
Purpose and Rationale 5
Objectives 6
Test Description 7
- Overview 7
- Reading Selections 7
- Items 8

Item Construction 8
- Mapping 8
- Constructing Meaning Items 8
- Knowledge About Reading Items 9
- Student's Self-Report of Performance, Effort, and Interest Items 10
- Topic Familiarity Items 10

Test Administration 11
Reporting Test Results 11
- Test Report Forms 11
- Informal Assessment 13

Test Development Time Line 14
Reading Selection Characteristics 16
- Description of Stories 16
- Description of Informational Reading Selections 18

Grade 4 Story 20
- Sample Story Map 24
- Sample Topic Familiarity Items 26
- Sample Constructing Meaning Items 28
- Sample Knowledge Items 31
- Sample Student's Self-Report of Performance, Effort, and Interest Items 33

Grade 7 Story 35
- Sample Story Map 40
- Sample Topic Familiarity Items 42
- Sample Constructing Meaning Items 43
- Sample Knowledge Items 45
- Sample Student's Self-Report of Performance, Effort, and Interest Items 47

Grade 10 Informational Selection 49
- Sample Conceptual Map 56
- Sample Topic Familiarity Items 61
- Sample Constructing Meaning Items 62
- Sample Knowledge Items 65
- Sample Student's Self-Report of Performance, Effort, and Interest Items 68

Report Forms 70
Reading Test Development Coordinating Committee 74
- Item Writers 75

Essential Skills Reading Test Blueprint

(Fifth Edition)

Introduction

This document is a revision of the 1985,1987 and 1989 "Blueprint" for the new Michigan Educational Assessment Program (MEAP) reading test. The Essential Skills Reading Test (the new reading test) is being developed to assess the revised Michigan Department of Education Essential Goals and Objectives for Reading Education that were approved by the State Board of Education in the spring of 1986. This document provides background information about the MEAP reading test, presents the rationale and purpose for the test, describes the revised reading objectives, and provides an overview and description of the Essential Skills Reading Test.

Background

The MEAP was established in the late 1960's to provide information on the status and progress of Michigan education in the essential skill areas. MEAP tests are administered annually to all public school students at the beginning of fourth, seventh, and tenth grades in the areas of reading and mathematics. Other subject areas, such as science, are administered at grades five, eight, and eleven. The first MEAP tests were standardized norm-referenced tests designed to rank students from highest to lowest in vocabulary, reading comprehension, English usage, and arithmetic. However, the information provided by these tests did not adequately serve the purpose of providing information on the status and progress of Michigan basic skills education. Therefore, an alternative method of assessing student achievement was developed.

Groups of local, regional, and higher education curriculum specialists and teachers from all areas of the state were formed to develop specific performance objectives in the basic skill areas under the direction of the State Department of Education. These groups submitted draft objectives for statewide review by grade level commissions and the Elementary and Secondary Education Council. The final objectives were approved and adopted by the State Board of Education and objective-referenced tests were developed by Michigan educators to measure attainment of the basic skills specified in the objectives.

When the performance objectives were developed in 1972, it was determined that they should undergo periodic review and revision. The first review of the reading objectives was undertaken by the Michigan Department of Education (MDE) with the assistance of the Michigan Reading Association (MRA) in 1976. This review resulted in revised objectives that were an extension of the original objectives. These objectives were approved by the State Board of Education in 1977 and the MEAP reading test was revised accordingly. The revised test was implemented in 1980.

The next periodic review of the reading objectives was initiated by the MDE in cooperation with the MRA during 1982-83. This review served as the impetus for the current project to develop revised objectives and a revised MEAP reading test (see Attachment 1--Time Line). In the early stages of this review, it became clear that the definition of reading implied by the current objectives did not adequately reflect current theory and research in reading. This resulted in the development of an updated definition of reading that was adopted by the MRA in 1983.

After the development of the new definition, the joint MDE/MRA committee drafted a set of reading objectives consistent with the new definition. The State Board of Education received the proposed reading objectives in 1984 and requested a field review. At this point, the MDE recognized the necessity of including in the review materials, a plan for measurement of the revised objectives by using the MEAP reading tests. In response, MEAP contracted with MRA to assist with the development of the original test "Blueprint" and the item prototypes for use in the field review and to provide a framework for the development of the Essential Skills Reading Test. This project, under the direction of MEAP, was coordinated by a team composed of three reading specialists (one elementary, one middle, and one secondary), an adult education specialist, an intermediate school district reading specialist, a university level reading educator, the MDE reading specialist, and MEAP personnel (see Attachment 7).

While the Blueprint was being developed, the new definition of reading and the proposed objectives were subjected to a long period of review designed to disseminate information about the project and obtain feedback from as many people in the field as possible. The MDE Reading Specialist formed the Reading Curriculum Review Committee comprised of teachers, administrators, and university level reading educators. This committee developed a review process for school districts to use with their reading curricula, and a consistent format for presenting the new definition of reading and the relevant research. These were shared with over 3500 Michigan educators in a series of regional sessions held during 1984 and 1985. The Reading Curriculum Review Committee also prepared an informational document, What Research Says About Reading to the Classroom Teacher, which has been distributed to over 25,000 people since 1984.

The original Blueprint was completed in the fall of 1985 and was included in the formal field review of the revised objectives. This review was conducted with a random sample of 66 districts in the state, as well as any district or special interest group that requested the materials. The results of the field review demonstrated that there was statewide support for the revised objectives and the development of the MEAP Essential Skills Reading Test, as outlined in the Blueprint.

The revised Essential Goals and Objectives for Reading Education were approved by the Michigan State Board of Education in the spring of 1986. Meanwhile, the work of the Reading Curriculum Review Committee continued. Early in 1986, a document entitled New Decisions about Reading was prepared and a statewide conference was held to provide direction for implementing the new definition in the classroom. After the

approval of the revised objectives, another statewide conference was held in the fall of 1986 on implementing the new definition within the context of basal reading materials. A third conference was held in the winter of 1987 on implementing the new definition at the secondary level.

Later in 1987 and continuing through 1988, a Professional Development Leadership Conference series served to train in-service personnel and resulted in a reading Resource Directory of knowledgeable educators willing to present the implications of the new definition of reading to any interested school district. A four-day national conference was also held in the fall of 1988 to assist districts and other states in considering how to balance informal assessment with formal assessment, and how to market the curriculum changes to all segments of communities.

Subsequent to the development of the original Blueprint and item prototypes, teams of Michigan educators were selected to write items. Item writers were trained and began developing draft tryout test items for each of the three grade levels during 1985-86. At the same time, other Michigan educators provided assistance with text selection and item editing.

In 1986, MDE contracted with BETA, Inc., a testing firm, to conduct the technical editing of the items and to prepare the materials for tryouts and statewide sample testing in 1987 and 1988. At the same time, MDE entered into a contract with the Center for Research on Learning and Schooling at the University of Michigan to conduct research studies that provided some of the technical data necessary to validate the Essential Skills Reading Test. In addition, a new contract was negotiated between MDE and MRA to assist in the draft item writing, to develop informal measures, and professional activities that can be used to assist in the implementation of the Essential Skills Reading Test, and to help the MDE conduct a series of content reviews of the new test with educators throughout the state.

The comments and suggestions from the reviews, the teacher comments from the tryout districts, and the test item analyses were examined to determine revisions in the items, and an item pilot was conducted in the fall of 1987. In addition, more reading selections were added to the pool and items corresponding to these selections were tried out in early 1988. More content reviews and analyses followed. All this led to the Test Pilot in the fall of 1988. The Essential Skills Reading Test was approved by the State Board of Education in the winter of 1989 to be administered to grades four, seven, and ten in the fall of 1989.

Purpose and Rationale

The recent national Report of the Commission on Reading (Anderson, et al., 1985) provides the following five generalizations from current research about skilled reading. They are:

constructive,
fluent,
strategic,
motivated, and
a lifelong pursuit.

This report also indicates that the reader's "knowledge about people, places, and things; and knowledge about texts and their organization" are critical factors in skilled reading performance. The research that led to these generalizations is the same research that underlies the new definition of reading and the revised objectives that are the basis for the MEAP Essential Skills Reading Test. The essence of this research is reflected by the following definitional statement:

> **Reading is the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation. (Michigan Reading Association, 1984.)**

The Michigan definition of reading is based on the interactive model of reading. This model is neither a pure whole language model nor a pure skills model. The interactive model is a combination of the top-down (whole language model) and the bottom-up (skills model). What Michigan has with this interactive model of reading is skills taught in the context of real reading in real text.

From this perspective, a good reader is no longer defined as one who demonstrates mastery of a series of isolated skills, but rather as one who can apply these skills independently and flexibly in a variety of reading situations. This means that readers need to know **how** to employ certain skills, **when**, and **why** to apply their skills, and that they must be willing and able to apply their skills spontaneously.

The MEAP Essential Skills Reading Test is designed to translate the research in reading underlying the new definition of reading and the revised objectives into an assessment that can be useful for instructional planning. Consistent with this goal, the new test measures how well students apply their knowledge, skills, and strategies to reading situations that are representative of those they encounter in their classroom.

Using a sports analogy, the Essential Skills Reading Test is designed to assess how well different individuals play the game, not how well they execute a particular shot or drive a ball. In sports, as in reading, one can master component skills and still not be able to play the game very well or, in this case, be able to read in an independent, flexible manner. Furthermore, individuals do not become proficient at a particular sport simply by practicing component skills in isolation, but rather by learning **when**, **why**, and **how** to apply their knowledge and skills within the context of the activity itself, and by developing a positive attitude toward themselves as athletes. For example, to become proficient at certain sports, it is essential to learn how to select the appropriate equipment, depending upon the terrain and the distance or how to determine the best shot to use against a particular opponent on a particular surface. It is also essential to develop a positive attitude toward the game and toward one's self as an athlete. Similarly, to become proficient in reading, it is essential to learn how to employ skills differently depending on the purpose, text, and context of the reading situation and to develop a positive attitude toward reading and toward one's self as a reader.

Objectives

The revised reading objectives are designed to describe the characteristics of a good reader as outlined by reading research. This is in contrast to the list of only component

skills provided by the previous objectives. The three major categories of the revised Essential Goals and Objectives for Reading Education are:

Constructing Meaning,
Knowledge About Reading, and
Attitudes and Self-Perceptions.

Included in the Essential Goals and Objectives for Reading Education are the reading skills, which includes word recognition skills, such as phonics.

Good readers must be able to apply their knowledge and skills as they **construct meaning** for different texts under a variety of reading conditions. Good readers should be able to integrate information within a story in order to identify a central theme, or to use titles and subtitles within a informational passage (e.g., science, social studies, etc.) to identify the author's central purpose. Good readers also must have **knowledge** about the purposes for reading, the skills and strategies they can use, and about how different reader, text, and contextual factors can influence their reading. For example, it is important for readers to understand how the structure of stories may differ from the structures of different content area materials. Finally, good readers are those who have developed positive **attitudes** about reading and positive **self-perceptions** about themselves as readers. It is also important for readers to develop an interest in reading a variety of materials for a variety of purposes.

Test Description

The revised objectives calls for a test that measures reading in a more interactive manner than the previous tests. Consistent with the recommendations of the Report of the Commission on Reading (Anderson, et al., 1985), the Essential Skills Test is designed to be a"broad-gauged measure which reflect the goals of reading instruction as closely as possible." As a result, there is no longer a one-to-one correspondence between an objective and an individual test item. Rather, groups of test items correspond to the categories of the revised objectives (e.g., constructing meaning).

Overview

The areas to be tested reflect the categories of the objectives. Therefore, test items have been designed to measure how well students are able to **construct meaning** for selected texts, and his/her **knowledge** about and **attitudes** toward reading these texts. To address the role that a student's prior knowledge plays in their reading comprehension, there are **Topic Familiarity** items. These items will assess a student's background knowledge of the topics/ideas contained within the reading selections used in the test.

Reading Selections

Consistent with the new definition and revised objectives, the reading selections are representative of the materials that students at different grade levels are likely to encounter in their classrooms. The reading selections are full-length stories and informational selections (i.e., 500-2,000 words) taken from classroom materials such as

children's magazines, literature anthologies, and content area textbooks appropriate to the different grade levels. This contrasts with the use of many brief and contrived reading selections in the previous MEAP reading test. Other types of texts such as reference materials and poetry, while not included currently, may be added at a later date.

The readability of the reading selections has been determined on the basis of factors that assist in an interpretation of text, such as: how well the text is structured, its literary merit and consistency with the domain of knowledge it represents, and the use of adjunct aids including pictures, charts, titles, and subtitles. Content area experts have also been consulted in the selection of the informational selections. The developmental appropriateness of the reading selections was also checked. (See Attachment 2, Reading Selection Characteristics; Attachment 3a and 4a, Sample Story; and Attachment 5a, Sample Informational Selection.)

Items

The items are either multiple-choice or yes/no questions. A pool of reading selections and associated items has been developed. Different reading selections and items will be used each time the test is administered.

The **Topic Familiarity** items are administered first (in a separate session), followed by two reading selections with 46 items each. Each test includes one story and one informational reading selection. The distribution of items following each selection is:

Constructing Meaning - 20 items,
Knowledge About Reading - 14 items, and
Student's Self-Report of Performance, Effort, and Iterest - 12 items.

Item Construction

Mapping

The first step in item development was to construct a map for each of the reading selections. The purpose of the map is to identify the essential elements of information that reflect a interpretation of each reading selection to ensure that test items focus on important ideas. Story maps that identify the important elements in the stories (e.g., themes and plots) have been developed for each of the stories. Similarly, conceptual maps that identify the important elements in the informational selections (e.g., central purpose, supporting ideas, etc.) have been developed for each of the selections. (See Attachments 3b, 4b, and 5b, Sample Maps.)

Constructing Meaning Items

Research indicates that reading is a constructive process and that the process of constructing meaning varies as a function of the reading situation. The **Constructing Meaning** items are designed to evaluate how well a student is able to generate meaning from different types of items for both the story and the informational selection.

These types of items are:

intersentence - which focuses the reader's attention directly on two to three contiguous sentences of the text,

text - which require a reader to draw information from larger sections or the whole text,

beyond text - which require a reader to draw upon his/her own experiences to integrate with concepts in the text.

There are 20 Constructing Meaning items for each reading selection. (See Attachments 3d, 4d, and 5d, Sample Constructing Meaning Items.)

The specific types of items that have been developed are as follows:

- Story Map Elements:
  - Theme (main idea)
  - Theme (abstract)
  - Problem
  - Resolution
  - Character
  - Major Events
  - Setting
  - Vocabulary
- Informational Map Elements:
  - Central Purpose
  - Major Idea
  - Supporting Idea
  - Vocabulary

(See attachments 3b, 4b, and 5b for examples of maps.)

In addition, items were developed for each type of reading selection that assesses a student's ability to use information in the text as an aid to understanding key vocabulary.

Knowledge About Reading Items

Research indicates that good readers know about the purposes and goals of reading, and about how various reader, text, and contextual factors influence their reading. What is most important, however, is that research indicates that instruction providing information about the what, how, when, and why of reading enhances a student's comprehension.

The **Knowledge About Reading** items are designed to measure a student's knowledge about how reader, text, and contextual factors influence their comprehension, and about strategy usage in different reading situations. The specific types of items that have been developed are as follows:

- Knowledge about Reader Factors;
- Knowledge about Text Factors
  - text type
  - location
  - text structure (macrostructure and microstructure);
- Knowledge about Text Features (adjunct aids, literary and linguistic devices); and
- Knowledge about Strategy Uses (that is, what strategy whould I use to read this material for a specified purpose).

There are 14 Knowledge About Reading items for each reading selection. These items are specific to the selections used in the test and are based on the information contained in the map of each reading selection. (See Attachments 3e, 4e, and 5e, Sample Knowledge About Reading Items.)

Student's Self-Report of Performance, Effort and Interest

Research indicates that a student's attitudes and self-perceptions about reading influence reading performance. Therefore, it is important to gather information in this area to assist in the interpretation of the results.

The **Attitudes and Self-Perceptions** category of the Essential Goals and Objectives for Reading Education are measured by a student self-report format. These items will give an indication on how the student felt about their performance when reading the selections and answering the corresponding questions, their interest in each of the reading selections, and the amount of effort the student put forth in reading and answering the items for each selection. Because these items correspond to each of the selections in the test, they will aid in an interpretation of the test results that was not possible with the generic Positive Response to Reading items on the previous MEAP Reading Test. (See Attachments 3f, 4f, and 5f--Student's Self-Report of Performance, Effort, and Interest.)

Topic Familiarity Items

There is strong evidence from recent research that the knowledge and experience an individual brings to their reading are critical factors in comprehension. In the previous tests, no consideration was given to the reader's prior knowledge about the information included in the reading selections. Consequently, it was difficult to determine whether poor performance was due to lack of prior knowledge, inadequate skill development, or a combination of the two.

The **Topic Familiarity** items are designed to measure a student's knowledge of the key concepts that are important to the understanding of the reading selections. Concepts are chosen for each selection, and three types of items are used.

The three types of items ask students to identify:

- characteristics or attributes of each concept,
- examples of each concept, and
- relationships among concepts.

The **Topic Familiarity** items for both reading selections (24 items) are administered together in a separate session prior to the administration of the reading selections and their accompanying items. (See Attachments 3c, 4c, and 5c--Sample Topic Familiarity Items).

Test Administration Options

The administration time for the Essential Skills Reading Test is approximately 2 to 2-1/2 hours. The test is untimed, so arrangements will need to be made for students that take beyond the estimated time. The order of administration of the Essential Skills Reading test is very important. A student MUST answer the Topic Familiarity items BEFORE reading either of the two reading selections. The purpose of the Topic Familiarity portion of the test is to see what a student knows before he/she reads the selections in the test. The two reading selections must be administered in two separate sessions. The following are the estimated administration times:

Topic Familiarity:	20 - 30 minutes
Story Selection:	50 - 60 minutes
Informational Selection:	50 - 60 minutes

Reporting Test Results

Several ways of reporting the results of the Essential Skills Reading test were considered. The criteria that was being kept in mind when designing the new report forms was, How can the reports provide information that is useful for instructional planning without violating the interactive model of reading?

Test Report Forms

The report forms were developed and tried out as part of the pilot testing program during 1988. As a result, there were suggestions made and the report forms were revised for the 1989-90 administration. A sample of the Individual Student Report, Classroom Listing Report, School Summary, and Parent Pamphlet are shown in Attachments 6a, 6b, 6c, and 6d--Sample Report Forms.

The first report (Attachment 6a), the **Individual Student Report**, shows how each student performed on each component of the test. Information on performance in Constructing Meaning is shown in Section I. This information is shown graphically and numerically. Data for the Intersentence, Text, and Beyond Text items are shown separately. Section II shows what band the student fell in for Topic Familiarity, while Section III shows the student's performance on the Knowledge About Reading part. Finally, Section IV Student's Self-Report of Performance, Effort, and Interest. The Category of Achievement for the student is indicated at the bottom of the report form. The following is the criteria for the Categories of Achievement.

Category 3	Students that receive 300 or more on each of the reading selections.
Category 2A	Students that receive 300 or more on the story and 299 and below on the informational selection.
Category 2B	Students that receive 300 or more on the informational selection and 299 or below on the story.
Category 1	Students that receive 299 or below on each of the reading selections.

The second report (Attachment 6b), the **Classroom Listing Report**, is used to summarize student performance at the classroom level. This report will show the student summary information from the Individual Student Report for the overall test and for each component. This report will show whether the student achieved satisfactory performance and the category of achievement assigned to the student. For the story and informational selection, the report shows performance on each type of Constructing Meaning item and what band the student fell in for the Knowledge About Reading, Student Self-Report of Performance, Effort, and Interest, and Topic Familiarity components of the test. Satisfactory performance for the entire class is summarized at the bottom of the form.

The third report form is the **School Summary Report**. This same report will be used for the District Summary and the State Summary Report. This report summarizes information for each component of the test. Section I provides a frequency count of the Constructing Meaning scores for the students in the school along with some descriptive statistics for the story and the informational selection. Section II shows the relationship of Constructing Meaning with each of the other three components of the test. These three components have little meaning if they are not considered in relationship to Constructing Meaning. Section III reports the percent of students by category of achievement. In addition, the percent of students receiving satisfactory performance on the story and the percent of students receiving satisfactory performance on the informational selection. Section IV reports the results of the Basic Skill Reading Test for the years 1988 and 1989.

The fourth report form is the **Parent Pamphlet**. This report will contain the information similar to the Individual Student Report. In addition, there will be a brief description of the reading objectives and the test.

Informal Assessment

The Essential Skills Reading Test is intended to be only one piece of information that will be used to evaluate a student's reading. Procedures are being developed for school districts to include the results of the reading test into a "reader portfolio" that contains a variety of evaluative materials. Such a portfolio might include collections of what a student writes as a result of his/her reading, observational reports of the student's reading activities, a student log of independent reading activities, interviews with the student concerning attitudes and about reading, student self-evaluations, and so forth. The results of the every-pupil tests will provide information that is useful to the individual classroom teacher, the principal, and administrators for purposes of instructional planning and curriculum development. The materials contained in the reader portfolio are intended to be both diagnostic and on-going.

The original Blueprint was written by Karen K. Wixson and Charles W. Peters, with the assistance of the Project Team Members Peggy Dutcher (MDE), Caroline Kirby (MDE), Olivette Pearson, Edward Roeber (MDE), Sandra Schwartz, Sharif Shakrani (MDE), Rena Soifer, and Elaine Weber (MDE). This 1989 revision was prepared by MDE. A list of the people who have assisted with the item development and text selection is provided in Attachment 7.

Anderson, R. C., et al. (Eds.) (1985). Becoming a nation of readers: A report of the Commission on Reading. The National Academy of Education, National Institute of Education, and Center for the Study of Reading.

Andrews, J. (1984). Cricket Magazine, The Dip, II, 42-46. (Attachment 4a, Grade 7 Sample Story.)

Gifald, David, Artwork by George Sears (Aug/Sept 1984). Jack and Jill, The Magic Whistle, 42-45. (Attachment 3a, Grade 4 Sample Story.)

Milne and Milne. A Shovelful of Earth,, Subsoil Denizens, 52-58. Henry Holt and Company, copyright. (Attachment 5a, Grade 10 Sample Informational Selection.)

Michigan Reading Association (1984). Reading re-defined: A Michigan Reading Association position paper. The Michigan Reading Journal, 17, 4-7.

Time Line

1982-83 **Develop Redefinition**

- Present to Michigan State Board of Education
- Obtain Michigan Reading Association Board Approval

1983-84 **Develop Revised Objectives**

- Obtain Michigan Reading Association Board Approval
- Obtain Michigan State Board of Education Conceptual Approval
- Michigan Reading Association Paper Published
- Implement Michigan Department of Education/Michigan Reading Association Contract to Develop Test Blueprint

1984-85 **Dissemination and Review of Revised Objectives**

- Develop Test Blueprint and Item Prototypes
- Conduct Michigan Department of Education Curriculum Review Workshops
- "What Research Says to the Classroom Teacher" Published by the Michigan Reading Association

1985-86 **Review and Approval of Revised Objectives**

- Conduct Statewide Field Review of Revised Objectives Conducted
- Statewide Curriculum Conferences and "New Decisions About Reading" Document Published by the Michigan Reading Association
- Michigan State Board of Education Approves Revised Objectives
- Item Writing, Phase I

1986-87 **Item Tryouts and Content Reviews**

- Contract with BETA for Technical Editing
- Contract with the University of Michigan for Research
- Contract with the Michigan Reading Association to assist with Item Development and Review
- Phase I Statewide Item Tryouts and Reviews
- Content Reviews
- Item Writing, Phase IIA
- Content Specialist Review
- Regional Dissemination Meetings
- Two Statewide Curriculum Conferences

1987-88 **Item Tryouts, Item Pilot, and Content Reviews**

- Phase I Item Pilot
- Phase IIA Item Tryouts
- Item Writing, Phase IIB
- Develop Informal Assessment Measures
- Content Reviews
- Bias Panel Review
- Content Specialists Review
- Collaborative Reading Project for 21 Item Pilot Districts
- Professional Development Leadership Series
- Regional Dissemination Meetings

1988-89 **Test Pilot and Content Reviews**

- Phase I and IIA Test Pilot
- Pilot of Informal Assessment Measures
- Content Reviews
- Collaborative Reading Project for 40 Test Pilot Districts and 21 Test Pilot Districts
- State of Reading Goes National Conference

1989-90 **Every-Pupil Testing**

Reading Selection Characteristics

Two major types of materials are used for the Essential Skills Reading Test--stories and informational reading selections. The type of stories that have been selected for the test are those that have a thematic focus. Informational reading selections have been selected from various subject area materials (e.g., science and social studies) to represent disciplines such as history, government, and biology. These two major categories were selected because they comprise a significant portion of the school curriculum. Although the tests are administered at the beginning of grades four, seven, and ten, they are designed to assess objectives for the end of third, sixth, and ninth grades. Therefore, the reading selections were selected from materials appropriate for the end of third, sixth, and ninth grades.

I. Description of Stories

A. Types of Stories

The stories have been chosen from selections that have a thematic focus for the initial development of the tests. It is planned that future development of the tests will include other types of stories such as those listed below for each of the grade levels.

1. Third grade - fairy tales, fables, realistic fiction, fantasies
2. Sixth grade - mysteries, science fiction, historical fiction, adventure stories, sports stories
3. Ninth grade - satire, autobiographies, sports stories, myths

B. Sources for Stories

Stories were taken from classroom materials that are appropriate for the intended grade level.

1. Third grade - children's magazines, library books, basal readers
2. Sixth grade - children's magazines, library books, literature anthologies
3. Ninth grade - literary magazines, library books, literature anthologies

C. Structural Elements of Stories

Each story must contain the following elements:

1. significant themes that are appropriate for the intended grade level,
2. a clearly identifiable problem and resolution,
3. a well-organized plot containing clearly discernible major events,
4. well-developed characters, and
5. a setting or settings that are integral to the plot.

D. Text Features

Text features are the literary, linguistic, and structural elements that are embedded within stories.

1. Literary devices - figurative language, imagery, flashback, irony, etc., should be appropriate for the intended grade level
2. Linguistic devices - references should be unambiguous and intersentential relationships clear with more explicitness occurring at the lower grade levels.
3. Adjunct aids - titles and illustrations should be appropriate for the intended grade level and focused on important information

E. Complexity of the Stories

Sentence length and complexity should be appropriate for the intended grade level; vocabulary and concepts should be within the listening capacity of the intended readers.

F. Only Intact Stories are Used for the Tests

G. Length of the Stories

1. Third grade - 500-1000 words
2. Sixth grade - 1000-1500 words
3. Ninth grade - 1000-2000 words

II. Description of Informational Reading Selections

A. Type of Informational Reading Selections

The informational reading selections have been selected mainly from two subject areas--science and social studies; although students read material from other content areas, these two fields were chosen because they represent a significant segment of the school curriculum.

1. Third grade - science and social studies
2. Sixth grade - geography, history, physical science, earth science
3. Ninth grade - history, government, sociology, biology, general science, environmental science

B. Source of Informational Reading Selections

The informational reading selections were selected from content area materials that are appropriate for students at the end of third, sixth, and ninth grades.

C. Structure of Informational Reading Selections

There were three structural considerations--levels of information, clearly discernible hierarchical structure, and organizational patterns.

1. **Levels of Information** - The material should contain a variety of levels of information, i.e., central purpose, major ideas, and supporting ideas; the levels of information should be clearly depicted through a superordinate/subordinate arrangement of titles and subtitles in the text.
2. **Clearly discernible hierarchical structure** - Relationships among ideas must be clearly presented; it should be relatively easy to construct a conceptual map that depicts these relationships.
3. **Organizational patterns** - The material should use appropriate organizational patterns that accurately represent the structure of the discipline.

D. Text Features

There are two types of text features the material should contain, i.e., linguistic devices and adjunct aids.

1. Linguistic devices - The references should be unambiguous; the intersentential relationships explicit.

2. Adjunct aids - The material should contain titles, subtitles, introductions, summaries, marginal notations, definitions for new concepts, graphs, charts, maps, tables, or other adjunct devices that assist the reader in comprehending major ideas presented in the materials.

E. Complexity

Sentence length and syntactic complexity should be appropriate for the intended grade level; vocabulary and concepts should be within the listening capacity of the intended readers.

F. Length

In most cases, complete chapters are not appropriate because of their length, therefore, portions of chapters should be used. These segments of chapters should stand alone with respect to the ideas and information presented and not depend on other components for meaning.

1. Third grade - 500-1000

2. Sixth grade - 1000-1500

3. Ninth grade - 1000-2000

Grade 4 Story

THE MAGIC WHISTLE

by David Gifaldi

SECTION 1

BILLY inched along the sidewalk with his head down. It was his birthday. He was eight years old. But he was sure this would be his worst birthday ever. He and his mother had just moved to a new town. School wouldn't be starting for a whole month yet. All Billy's friends were back in Linden, a hundred miles away.

SECTION 2

As he passed a vacant lot, Billy saw something bright nestled in the thick grass. He bent down and picked up the shiny metal object. It looked like a whistle, but when Billy blew on the mouthpiece no sound came out.

"What bad luck," Billy mumbled to himself. "I can't wait till this crummy day is over." Then he blew on the whistle as hard as he could, just because he felt like it. He was about to fling the broken whistle back into the field when a dog came bounding from a nearby yard. The dog seemed happy to see Billy. It wagged its red tail and jumped up to give Billy a wet kiss.

"Who are you?" Billy asked.

SECTION 2

"Roof, roof!" said the dog.

Billy combed his fingers through the dog's thick hair and patted him on the head. The dog spotted the whistle in Billy's hand and jumped for it.

"It's just a worthless old whistle," Billy said. "Listen." Billy put the whistle to his mouth and blew and blew.

SECTION 3

The dog's floppy ears shot straight up. *"Roof, roof, roof!"* the dog said, more excited than ever.

Billy heard more barking. He turned to see two more dogs racing toward him. One was a German shepherd puppy. The other had a sleek black coat. The two new dogs joined the red one in circling gaily around Billy, leaping up on their hind legs and panting heavily with their pink tongues hanging out.

Then Billy noticed a high-pitched yelping coming from the vacant lot. The tall grass swayed as the yelping sound got closer. Suddenly, a short-legged dachshund shot out onto the sidewalk. *"Yip, yip, yip!"* said the funny-looking dog.

Now there were four dogs bobbing up and down for Billy to pet. Billy decided to take a few steps toward home, just to see if the dogs would follow. The dogs stayed right on his heels.

"OK," Billy said. "One last pet apiece." He gave each dog another pat. "Now you go home," he told them. "Wherever home is."

SECTION 4

Billy started once again down the street. The dogs barked along behind him. A lady drove by and honked her horn, a big smile on her face. A man across the street stopped watering his flowers and looked over. "Why, I'll be," the man said. "If it isn't the Pied Piper!"

SECTION 4

SECTION 4

Billy remembered the broken whistle. He put it to his lips and blew, pretending he *was* the Pied Piper in the story. He even did a little dance to go along with the music that sounded in his head. The dogs howled louder. The man laughed. Billy laughed too.

SECTION 5

Still more dogs joined Billy's parade. When he reached home, Billy counted eight dogs prancing and yapping around him. His mother came rushing out of their apartment.

"Oh, my!" she cried.

"I think I made some new friends," Billy said. "Can they stay for my birthday party? Please? We can give each a scoop of ice cream."

SECTION 5

Billy's mother looked worried. Then she smiled. "Well, they seem friendly enough," she said. "Bring them around back to the patio, and we'll see what we can do."

SECTION 6

The dogs mingled and paced eagerly in front of the sliding screen door. Inside the apartment Billy and his mom scooped ice cream onto eight paper plates.

"Now, this is going to be tricky," Billy's mother said when they had finished. "You go out front and call the dogs. When they're gone I'll set the plates on the patio. I'll yell when everything is ready."

Billy ran to the front of the building and called. Then he blew on his magic whistle. The dogs streaked in a gang to him, yelping and howling loudly.

"OK!" Billy's mom shouted a few seconds later.

Billy led the noisy troop back to the patio. The dogs sniffed the air, then ran for the ice cream, skidding to a stop before the plates. They lapped up the delicious treat in no time.

SECTION 6

Suddenly, two children rounded the corner of the apartment.

"Barney!" cried the girl. "You've grown a moustache!"

"Cleo!" the boy said. "What are you doing here?"

Three more children dashed into the yard.

"There you are, Tootsie," one said. "I've been looking all over for you." She picked up the little dachshund and cradled it in her arms.

"Hey, Moonshine!" another said, reaching for the German shepherd puppy.

"Your dogs followed me," Billy explained. "I found this magic whistle. It's broken, but the dogs seem to like it anyway."

SECTION 7

"That's not broken," the first girl said. "That's a dog whistle, used by trainers and hunters. People can't hear it when it's blown, but it's like a siren to dogs' ears. That's why they all came to you."

Billy's mouth fell open in surprise.

Everyone laughed.

"Since you're all here," Billy's mother said, "why not stay for a piece of Billy's birthday cake? We're flat out of ice cream, but we still have plenty of cake."

The children agreed it was a good idea.

Billy thought this was turning out to be his best birthday ever.

Sample Story Map
Grade 4 Story
The Magic Whistle

Themes

Theme (Main Idea): Since he's new in town, Billy has no one to invite to his party; however, his discovery of a magic whistle allows him to meet new friends.

Theme (Abstract): An unfortunate situation can be changed by unpredictable events.

Plot

Problem: Billy was new in town and did not have any friends to share his birthday with.

Resolution: Billy finds a whistle that helps him meet new friends to share his birthday with.

Setting

Location: A vacant lot in Billy's new neighborhood.

Relation to Theme: The vacant lot established Billy's loneliness which he must learn to deal with.

Major Characters

Name	Traits	Function
Billy	lonely, frustrated, imaginative, friendly, humorous, happy, likes dogs	able to adapt and adjust
Dogs	friendly, excited, responsive	to help Billy make new friends
Mother	understanding, supporting	helps Billy make new friends
Children	friendly	helps Billy make new friends

Major Events

A. Billy was walking alone feeling sad because it was his birthday and he didn't have any friends in his new neighborhood.

B. Billy finds a whistle but when he blows on it, he thinks it is broken.

C. A happy, friendly dog comes running to Billy and jumps for the whistle.

D. Billy blows the whistle again and three more dogs come leaping to be petted.

E. Billy tells the dogs to go home, but they follow him down the street.

F. Billy pretends to be the Pied Piper and more dogs join in the dog parade.

G. Billy asks his mother if the dogs could stay for his birthday party.

H. Billy called the dogs, but they would not come for ice cream until he used the whistle.

I. The neighborhood children come to get their pets.

J. Billy explained that the dogs followed him because of a magic whistle.

K. A girl tells Billy that the whistle is a dog whistle.

L. The children stay for cake and it turns out to be Billy's best birthday ever.

Vocabulary

worried
Pied Pier

Sample Topic Familiarity Items
Grade 4 Story
The Magic Whistle

Characteristics	Examples
1 Does **missing others** help to tell about **being lonely**? * **A** Yes **B** No	5 Is **having a party no one comes to** an example of **being lonely?** * **A** Yes **B** No
2 Does **going to the grocery store** help to tell about **being lonely**? **A** Yes * **B** No	6 Is **winning a ball game** an example of **being lonely**? **A** Yes * **B** No
3 Does **release** help to tell about **unpredictable**? **A** Yes * **B** No	7 Is **school starting up after summer** an example of **unpredictable event**? **A** Yes * **B** No
4 Does **changeable** help to tell about **unpredictable?** * **A** Yes **B** No	8 **A broken radio suddenly begins to work.** Is this an example of an **unpredictable event?** * **A** Yes **B** No

* Designates correct response.

Relations

9 **Being lonely** can be caused by major changes in your life. Is this correct?

* **A** Yes

B No

10 **Unpredictable** and unlucky mean the same thing. Is this correct?

A Yes

* **B** No

* Designates correct response.

Sample Constructing Meaning Items*
Grade 4 Story
The Magic Whistle

Theme (Main Idea)/ Text

1 This story is MOSTLY about how Billy

A met new friends in an unexpected way.
B wanted one pet, but found too many of them.
C would rather play with animals than people.
D learned to do tricks with a magic whistle.

Theme (Abstract)/ Beyond Text

2 What did Billy learn in this story?

A A sad day can change in ways you do not expect.
B Dogs can make better friends than children.
C Old friends are more important than new ones.
D A broken toy can turn out to be magical.

Problem/ Text

3 What was Billy's biggest problem?

A He needed to find new friends.
B He needed to figure out how to make the whistle work.
C He wanted to find a way to move back to Linden.
D He thought he was not going to have a birthday party.

Resolution/ Text

4 How did the magic whistle help Billy?

A The whistle helped Billy to meet new children.
B The whistle helped Billy decide to be a dog trainer.
C It helped Billy talk his mother into letting him have a dog.
D Billy received a reward for returning the whistle to its owner.

---

* For ease of reading, **A** is the correct answer for each of these sample items.

Setting/
Intersentence

5 Why was the vacant lot important in this story?

A Billy found the magic whistle there.
B Billy saw a dog parade in the lot.
C Billy met several children in the lot.
D Billy had his birthday party there.

Characters/
Text

6 How did Billy feel at the beginning of the story?

A lonely
B happy
C scared
D worried

Characters/
Beyond Text

7 In Section 4, Billy "did a little dance to go along with music that sounded in his head." This shows that Billy was

A imaginative.
B happy.
C magical.
D playfull.

Event/
Intersentence

8 Billy did not have any friends in town because he

A had just moved to town.
B had taken someone's whistle.
C liked dogs better than people.
D lived near a vacant lot.

Event/
Text

9 Why did Billy think the whistle was broken?

A He could not hear it.

B It made the dog bark.

C It did not have a mouthpiece.

D He found it in a vacant lot.

Event/
Beyond Text

10 What MOST likely happened after Billy's party?

A Billy became friends with some of the children.

B Billy told Mother that he was going to move back to Linden.

C Mother asked Billy which dog he wanted to keep.

D Mother began to worry about Billy's friends.

Sample Knowledge About Reading Items*
Grade 4 Story
The Magic Whistle

Knowledge/ Text (Reader Factors)

1 Which of these experiences would MOST help you to understand this story?

A being lonely on an important day
B getting a new dog
C not being able to have a birthday party
D finding a magic whistle

Knowledge/ Text (Type)

2 What type of story is this?

A real-life fiction
B fairy tale
C mystery
D biography

Knowledge/ Text (Microstructure)

3 What does the author do in Section 1?

A He tells about Billy's problem.
B He hints at how Billy will solve his problem.
C He tells why Billy moved.
D He tells why the whistle is magic.

Knowledge/ Text (Literary Device)

4 One part of this story that may be confusing is that

A who the Pied Pier was is not explained.
B the title of the story is not explained.
C Billy's real problem was still not solved.
D the story does not say whether Billy owned a dog.

---

* For ease of reading, A is the correct answer for each of these sample items.

Knowledge/
Text
(Literary Device)

5 Why did the author compare the whistle to a siren?

A to point out how loud the whistle sounded to dogs.

B to suggest that the dogs thought there was danger.

C to describe how trainers and hunters use dog whistles.

D to explain why so many children came to the party.

Knowledge/
Text
(Adjunct Aid)

6 The **MAIN** purpose of the drawing at the beginning of the story is to

A show an important event.

B explain the title.

C tell what the main idea is.

D introduce the story's main characters.

Knowledge/
Text
(Strategy)

7 In retelling this story, which of these facts would be MOST important to include?

A Only the dogs could hear the whistle.

B The dogs came to Billy's party.

C It was Billy's birthday.

D Billy found the whistle in a vacant lot.

Knowledge/
Text
(Macrostructure)

8 Which section suggests that Billy's problem has been solved?

A SECTION 7

B SECTION 6

C SECTION 5

D SECTION 4

Sample Student Self-Report of Performance, Effort, and Interest Items
Grade 4
The Magic Whistle

Performance **(How well am I able to read?)**

1 It was easy for me to answer the test questions for **"The Magic Whistle."**

A strongly agree
B agree
C disagree
D strongly disagree

2 I had trouble understanding the main ideas in **"The Magic Whistle."**

A strongly agree
B agree
C disagree
D strongly disagree

Effort **(How hard did I try?)**

3 I worked hard so I would do well on the test questions for **"The Magic Whistle."**

A strongly agree
B agree
C disagree
D strongly disagree

4 I put very little effort into understanding the main ideas in **"The Magic Whistle."**

A strongly agree
B agree
C disagree
D strongly disagree

Interest **(How interested was I?)**

5 I would like to tell someone else about the ideas in **"The Magic Whistle."**

A strongly agree
B agree
C disagree
D strongly disagree

6 Reading more stories like **"The Magic Whistle"** would be boring.

A strongly agree
B agree
C disagree
D strongly disagree

Grade 7 Story

The Dip

Jan Andrews

The dip, down by the abandoned beaver lodge where the stream flowed and the bare old elms rose out of ferns and brush, was Tick Merrick's place. He hugged the possession of it fiercely to himself, crossing the fields in back of his house and going there often, glad that at last he had found a place where he did not have to act tough. Section 1

Until the other kid came, that is. As soon as Tick saw her, his heart sank. For one thing, she was almost his twin. She had the same straight, shaggy hair and cowlick, the same taut scragginess of limbs and body, the same watchful brown eyes. For another, she was walking slowly, just the way he had when he had first come there. He knew that she, too, was finding a place of her own. Section 2

Holding his breath, he ducked down to watch her from behind a stand of raspberry canes. A chipmunk squeaked, and she grinned and settled herself comfortably against a tree trunk. Tick bit his lip; he knew now that there was no hope. Springing up, he ran to the edge of the stream bank. Section 3

"You get out," he yelled across the water at her. "You just get on out of here."

The other kid was on her feet again in an instant. "Why?" she challenged.

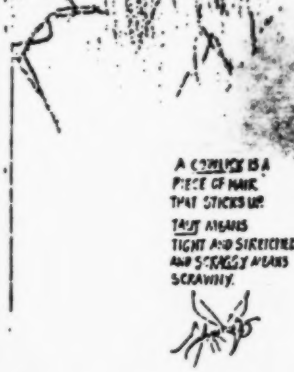
"'Cause it's mine here."

"Who says?"

"I do!"

With that he jumped across, fists tight and ready. He wanted her to run, but she would not.

"You can't be here! You can't!" Tick spat out at her. Section 4



Drawings by Mary Beth Schwark

1988 by Jan Andrews

"I can so! I can!" she cried, flinging herself forward like a mad thing. Together they rolled in leaves and mud, pummeling and kicking, tearing at each other's hair.

The dip was spoiled for Tick after that. It became a battleground: first with open fights and later, when those failed, with booby traps and name-calling, swinging down from hidden branches and flinging mud. At last, he declared a truce.

"O.K.," he called out in exasperation. "O.K. You can have one side of the stream. It's yours. But this side's mine and you keep off it. Don't you even touch it, not even with a finger, you hear!"

He received a grudging nod in reply.

The other kid kept to the agreement, but still Tick was not happy. He now came to the dip to guard and watch. There was no peace in it for him any more.

Through the summer and into fall it went on like that. Then, one mist[illegible] November morning, as Tick and the other kid prowl[illegible] their opposing banks of the stream, he

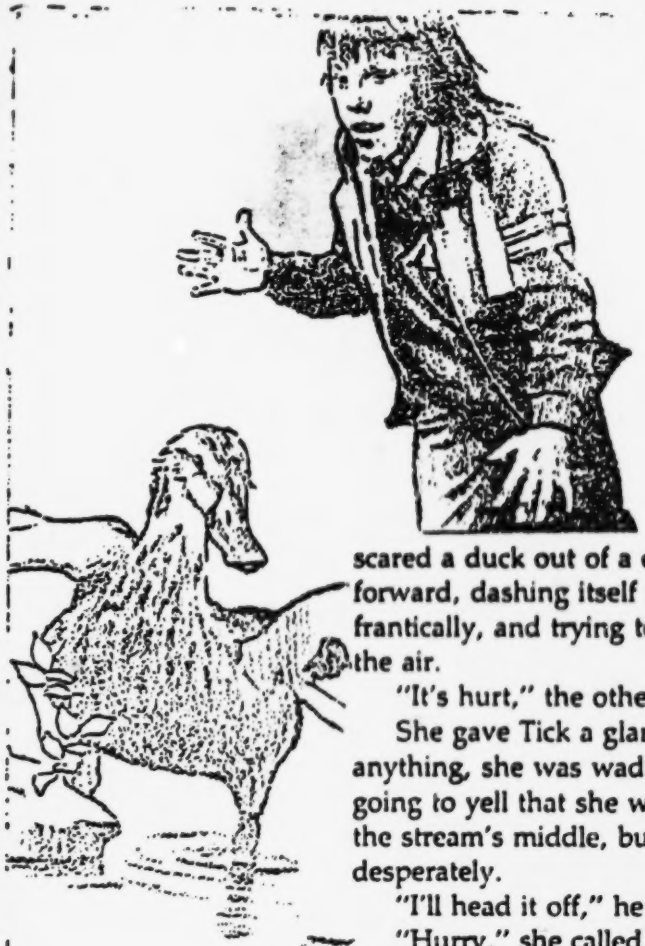
Section 5

Section 6

Section 7

Section 8

Section 9



scared a duck out of a clump of reeds. It hurled itself forward, dashing itself into the water, flapping its wings frantically, and trying to lift its small body up and into the air.

"It's hurt," the other kid shouted. "It can't fly."

She gave Tick a glance but, before he could say anything, she was wading after the little creature. He was going to yell that she was crossing the invisible line down the stream's middle, but the duck flapped still more desperately.

"I'll head it off," he cried and started running.

"Hurry," she called out. "I've almost got it."

The duck saw Tick and hesitated. As it did so, the other kid surged forward and gathered the blur of brown and white feathers into her grasp. The little creature writhed and twisted, almost escaping. Without thinking, Tick tore off his jacket.

"Here," he cried as he, too, waded into the water. "Give it to me. I'll wrap it in this."

She handed the duck over. As Tick took it, a look passed between them.

"We'll...we'll take it to my side," he said.

Shivering from the water's iciness, they moved back

Section 9

Section 10

Section 11

Section 12

Section 13

Section 14

onto dry land together. As Tick unwrapped his burden, the other kid reached a pair of grimy hands toward it.

Section 14

"I said it was hurt, didn't I?" she burst out.

They examined the way one of the duck's wings hung limp and twisted, and saw how one leg was bent.

Section 15

"Think we could fix it?" Tick asked, narrowing his eyes.

"We could try," the girl said fiercely.

Again the look passed between them.

"We both found it, didn't we?" Tick said.

The girl flicked at her cowlick. "Yes," she agreed.

From then on there was no time for feuding. The duck took all their attention. They bandaged its wing and made a splint for its leg, keeping it in a box Tick found, and taking turns having it home with them at night. Together they even made a small raft so it could float out on the water.

Section 16

They petted it and watched it tenderly. Despite their efforts, however, it would not eat. The carefully gathered worms and scraps of lettuce, the bits of hamburger and water weed were all ignored.

Section 17

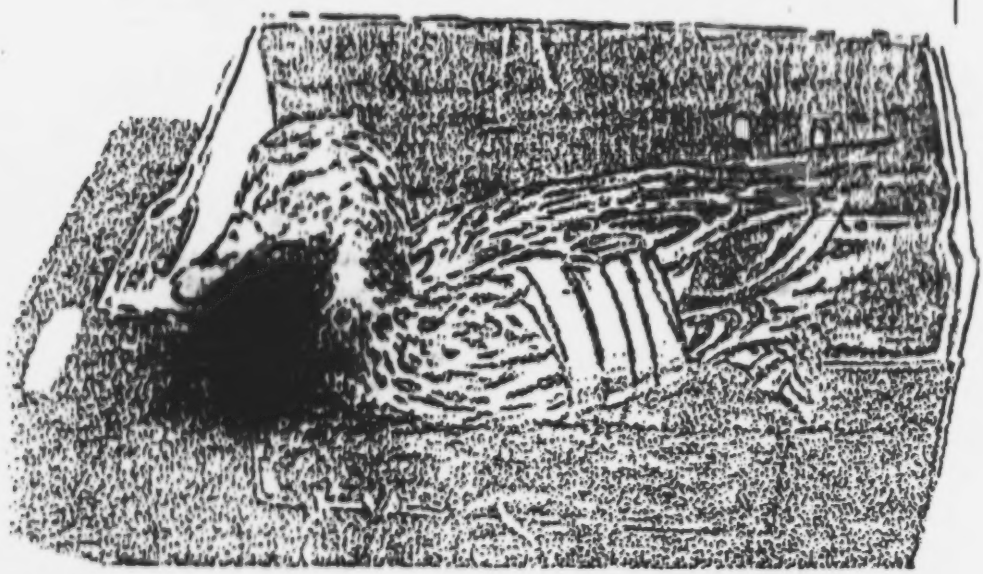
"It wants to die, doesn't it?" the other kid said one morning as the duck sat miserably huddling into itself.

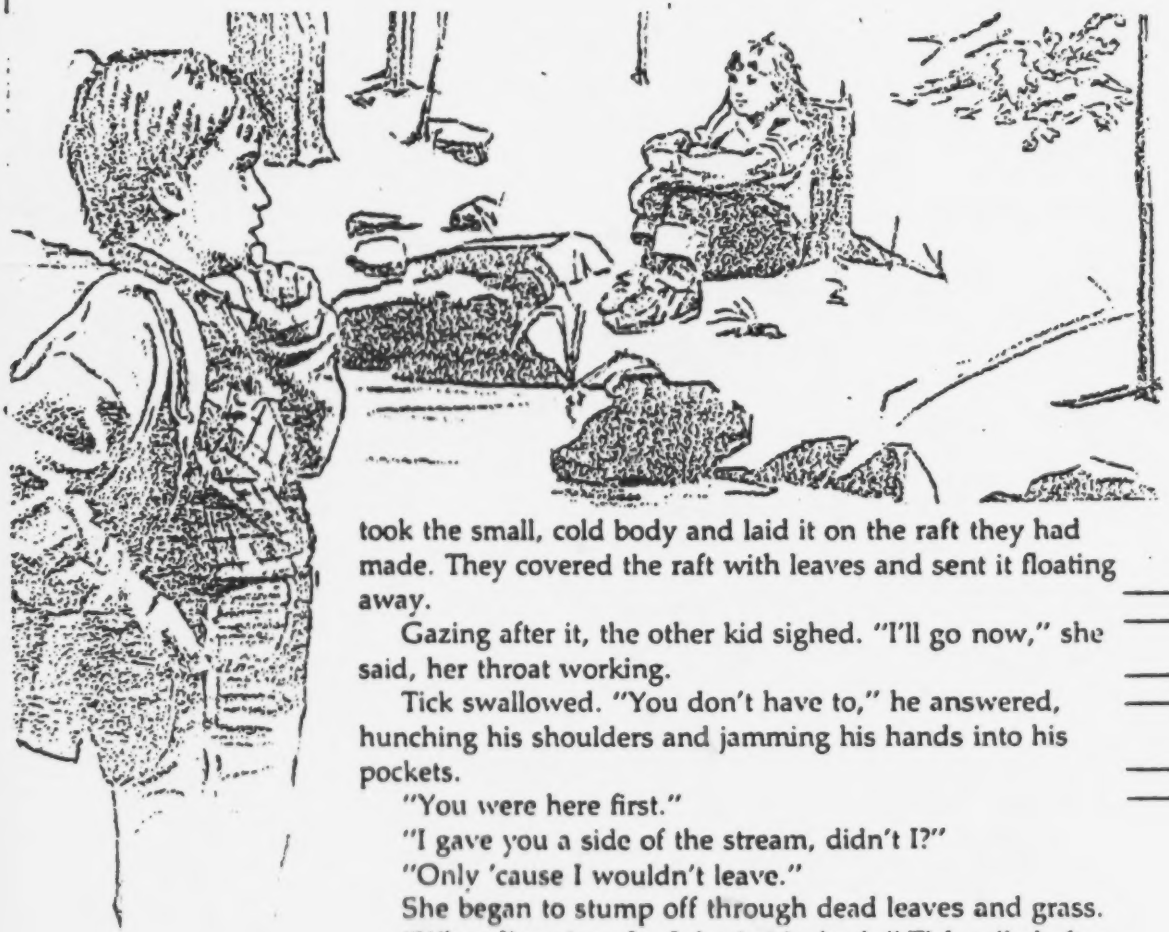
Section 18

"I think so," Tick answered.

The duck lived the rest of that day and into the next. Then, suddenly and quietly, it wasn't living any more. They

Section 19





took the small, cold body and laid it on the raft they had made. They covered the raft with leaves and sent it floating away. Section 19

Gazing after it, the other kid sighed. "I'll go now," she said, her throat working. Section 20

Tick swallowed. "You don't have to," he answered, hunching his shoulders and jamming his hands into his pockets. Section 21

"You were here first."

"I gave you a side of the stream, didn't I?"

"Only 'cause I wouldn't leave."

She began to stump off through dead leaves and grass.

"When I've given I...I don't take back," Tick called after her. Section 22

She turned to face him, standing small and tense and firm. "I don't want to stay if you mind," she said clearly.

"Yeah, well, I don't. I don't mind, not any more."

"You're sure?"

"Yes." Section 23

"O.K. then." She headed across the stream, found the tree she had leaned against that first day, and sat down.

The dip was Tick Merrick's place again then. His and the other kid's. They went there often. Section 24

Sample Story Map
Grade 7
The Dip

Themes

Theme (Main Idea): Tick learned it was good to share the dip with the other kid.

Theme (Abstract): Trust and sharing can lead to personal relationships.

Plot

Problem: Tick wanted the dip to himself but the other kid came.

Resolution: The dip has new meaning for Tick because he is sharing it with the other kid.

Setting

Location: The dip, which is on a secluded spot near a river.

Relation to Theme: Provides an isolated location Tick believes is his.

Major Characters

Name	Traits	Function
Tick	Tough Combative Sensitive Caring	To examine his defense of a possession
Other Kid	Tough Firm Combative Caring	To challenge Tick's beliefs about his possessions

Major Events

A. Tick has a possession, the dip, which he believes is his own until the other kid appears.

B. Tick tells the other kid to leave but she refuses.

C. Tick and the other kid fight.

D. The dip is spoiled for Tick and becomes a battleground.

E. A truce is declared, but Tick is still unhappy.

F. An injured duck appears and both try to catch it.

G. Tick ignores the "boundary" in order to work with the other kid to save the duck.

H. The duck dies.

I. The other kid offers to leave the dip.

J. Tick says she can stay.

K. The dip becomes both of theirs.

Vocabulary

dip
pummeling
truce
feuding

Sample Topic Familiarity Items
Grade 7 Story
The Dip

Characteristics

1 Does **by yourself** help to describe **privacy**?

* **A** Yes

B No

2 Does **sad** help to describe **privacy**?

A Yes

* **B** No

3 Does **lonely** help to describe **privacy**?

A Yes

* **B** No

Examples

4 Is **keeping your bedroom door closed** an example of **privacy**?

* **A** Yes

B No

5 Is **being sent to your room as a punishment** an example of **privacy**?

A Yes

* **B** No

6 Is **keeping your mail to yourself** an example of **privacy**?

* **A** Yes

B No

Relationships

7 **Privacy** is needed for the purpose of cooperation. Is this correct?

A Yes

* **B** No

8 Respect makes **privacy** easier. Is this correct?

* **A** Yes

B No

* Designates correct response.

Sample Constructing Meaning Items*
Grade 7 Story
The Dip

Theme (Abstract)/ Beyond Text

1 Tick and the other kid learned an important lesson about

A sharing with others.
B spending time alone.
C caring for injured animals.
D getting their own way.

Theme (Main Idea)/ Text

2 At the end of the story, Tick learned that it was

A all right to share the dip.
B difficult to care for the sick duck.
C wise not to trust others.
D important to always act tough.

Characters/ Intersentence

3 What was the MOST important way that Tick and the other kid were alike?

A Both wanted a place of their own.
B Both had straight shaggy hair.
C Both liked to fight.
D Both cared about hurt animals.

Characters/ Beyond Text

4 What did the other kid force Tick to do?

A examine his belief about sharing the dip
B take care of the injured duck
C leave the dip for another place
D realize how foolish that fighting is

---

* For ease of reading, A is the correct answer for each item.

Setting/ Text

5 The dip was important to Tick because it was a place where he

A did not have to act tough.
B did not have to be with his family.
C could make new friends.
D could watch the other kid.

Problem/ Text

6 At first, Tick did not like the other kid because

A he wanted the dip to himself.
B he did not like girls.
C the other kid was a tough fighter.
D the other kid chased animals.

Resolution/ Beyond Text

7 Which statement is NOT supported by information in the story?

A Tick found another place to be alone.
B Tick and the other kid became friends.
C Tick and the other kid shared the dip.
D Tick changed his mind about sharing the dip.

Event/ Beyond Text

8 At the end of the story, the other kid offered to leave the dip because she did not

A want to bother Tick.
B like Tick.
C like the dip anymore.
D want to be reminded of the duck.

Vocabulary/ Intersentence

9 In this story, the word "dip" means

A a low place near a stream.
B someone who learns to share.
C an abandoned beaver lodge.
D someone who is a loner.

Sample Knowledge About Reading Items*
Grade 7 Story
The Dip

Knowledge/
Reader Factors

1 Which of these experiences would MOST help you understand the theme of this story?

A making a new friend
B caring for animals
C playing in the woods
D fighting with others

Knowledge/
Text (Type)

2 What type of story is this?

A realistic
B fairy tale
C biographic
D mystery

Knowledge/
Text (Macrostructure)

3 The purpose of the first two sections of this story is to

A describe the setting and the characters.
B hint at the outcome of the story.
C outline the story events.
D give the main idea of the story.

Knowledge/
Text (Microstructure)

4 Section 2 describes the characters by

A comparing their appearance.
B discussing how each had changed.
C discussing their problems.
D comparing their behavior.

---

* For ease of reading, A is the correct answer for each of these sample items.

Knowledge/
Text
(Linguistic Devices)

5 In Section 3, Tick "knew now that there was no hope." This might be confusing because it is not clear

A what he had no hope about.

B where the dip is.

C why the other kid was there.

D who the other kid is.

Knowledge/
Text
(Literary Devices)

6 Why does the author write "a look passed between them," in two places in the story?

A It gives you a clue about how the story will end.

B It tells you that Tick and the other kid cannot get along.

C It helps you to understand the setting.

D It tells you that Tick wil never give up the dip.

Knowledge/
Strategies

7 What would be the BEST way to find out what the other kid looked like?

A Search the story for specific information.

B Make a prediction from the title.

C Guess from what you know about other kids.

D Think about the main idea of the story.

Sample Student Self-Report of Performance, Effort, and Interest
Grade 7 Story
The Dip

Performance **(How well am I able to read?)**

1 It was easy for me to answer the test questions for **"The Dip."**

- **A** strongly agree
- **B** agree
- **C** disagree
- **D** strongly disagree

2 I had trouble understanding the main ideas in **"The Dip."**

- **A** strongly agree
- **B** agree
- **C** disagree
- **D** strongly disagree

Effort **(How hard did I try?)**

3 I worked hard so I would do well on the test questions for **"The Dip."**

- **A** strongly agree
- **B** agree
- **C** disagree
- **D** strongly disagree

4 I put very little effort into understanding the main ideas in **"The Dip."**

A strongly agree
B agree
C disagree
D strongly disagree

Interest

(How interested was I?)

5 I would like to tell someone else about the ideas in **"The Dip."**

A strongly agree
B agree
C disagree
D strongly disagree

6 Reading more stories like **"The Dip"** would be boring.

A strongly agree
B agree
C disagree
D strongly disagree

Sample Informational Selection

Chapter 4

Subsoil Denizens

Hidden below the topsoil is the mineral matter of the subsoil, which stays densely packed together. Only the deepest burrows of animals go into it. You can hunt for clues to what creatures live below, but do not expect to find anything you would regard as a proper diet for any creature. As you search for evidence of what is happening within the subsoil, you find at unpredictable places holes leading into the ground. These are doorways to the underworld.

Section - 1

A big hole with a lot of earth around it is likely to be the work of a groundhog (known also as a woodchuck), which needs a hideaway on sunny days when a hawk might be looking for a catch, and a warm place in winter where it will be protected from the cold. You often meet a groundhog as it explores a field in daylight, looking for foliage to munch. If you look carefully, you may spy one far off, sitting up straight to watch you across a meadow. With luck you may even see a mother chuck with her baby chucks. Smaller holes, usually with little debris that would attract

attention, are made by chipmunks and ground squirrels. Chipmunks seem trusting as they enjoy the bird seed set out anywhere. Section - 1

• *Moles and Shrews*

It is easier to recognize the places where the earth is humped up in long lines because a mole has tunneled beneath the surface and reduced its labor by pushing up the ceiling of its passageway. If you step on the hump and crush it flat again, the mole is likely to discover the obstruction to its tunnel and heave up its ceiling again within a few hours. Mole tunnels are used also by beetles, shrews, mice, voles, and sometimes pocket gophers—a whole hidden parade. The mole, which eats only worms and insects, may be blamed for the destruction of tulip bulbs—actually the work of a mouse using the mole's tunnel. Section - 2

You can wait long hours, if your patience holds, hoping to meet a mole or one of the smaller animals known as shrews. Or you can try a simple trick. Have you ever thought of collecting creatures while you sleep? You can do so by sinking an empty can to its rim and letting unwary animals fall in. A big empty can, say five inches across and eight inches deep, if embedded to its rim, may catch larger creatures. Beetles are sure to blunder in and have to await your attention. If a mole or a shrew tumbles in with the beetles, it will eat them and soon be hungry again. It needs your prompt attention, too. Section - 3

These smallest of local mammals require so much food each day—often as much as their own weight in worms and Section - 4

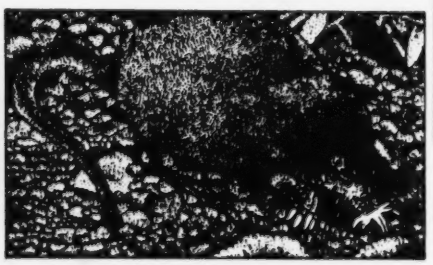
bugs of some kind—that they starve to death if confined for several hours. Their young, concealed underground in a nursery chamber, will die too if their mother cannot return to nurse them on schedule. By keeping out of sight, most moles and shrews escape being caught, which explains how they continue to live in cities as well as in open country.

Section - 4

A mole's body is almost cylindrical and is so flexible that it can somersault in its burrow to reverse direction. A mole is larger than any shrew, with a proportionately shorter tail. Maturing at 4⅛ to 5¼ inches long, moles appear to lack a neck, ears, and eyes. Eyes may be sealed shut, which prevents dirt from getting into them. Ear openings are concealed by the fur, which is short, soft as velvet, and no hindrance to the animal as it moves forward or backward in close quarters.

Section - 5

A shrew



A star-nosed mole

Section - 6

Most engaging is the star-nosed mole; it has twenty-two fleshy tentacles around its mouth to help it find food in a dark burrow. Quick and agile as an acrobat, this mole prefers to make its home in moist soil near a pond or stream in

which it can go swimming. On nights when the mole comes out to hunt on the soil surface, it still relies on scent and touch to find food. You are not likely to see one active by day, but you may meet a house cat that has caught a mole and is bringing it home as a trophy. Take advantage of this opportunity to feel the mole's fur—short and dense enough to shed mud and other debris.

Section - 6

A shrew is smaller, from 3½ to 5 inches long, with a more pointed snout. Rarely does one weigh as much as a dime. It can subdue its prey by biting and injecting into it a poisonous saliva. A shrew's eyes are open, but are of little use on dark nights when it is hunting. Its need for meaty food is so great that it can never rest. It can never sleep away the winter as a groundhog does. Occasionally one shrew even eats another.

• *Mysterious Caves*

In parts of the world where the underlying bedrock is limestone, underground streams carve out great spaces that form a whole series of caves. Every once in a while, the roof of a large chamber crashes to its floor, leaving a gaping hole above. Carried down atop the rock roof that collapsed will be a chunk of subsoil, plus the topsoil and litter. Soon some of the local animals or human residents discover the hole and use it to enter the mysterious dark spaces far below the land surface. Before dawn, raccoons and snakes that hunt at night may return regularly to the cave where they will not be disturbed. Moths and bats arrive and hang themselves up to sleep in the cave all day.

Section - 7

Many of the smaller cave animals had ancestors that lived in the soil. Often their closest relatives still live underground. Centipedes and spiders hunt for crickets and other insects. Cave crickets find their way about on the cave walls and floor with amazingly long slender feelers and legs, eating fungus that grows on the droppings of bats. You may even recognize a cave cricket before visiting a cave, for these insects take refuge for the day in soil cavities, or in your basement, or under the loose bark on a dead tree. In a cave, all of these creatures find more room to move about than they do in the spaces between particles of soil.

Section - 8

The cave will be extremely humid if the underground river that dissolved away the rock is still running through. It provides bountifully for any cave crayfish, supplying both water and suspended food particles from the sunny world upstream. Cave fish may prowl along shallow parts of the underground stream or in any ponds left in the cave when flood waters recede.

Section - 9

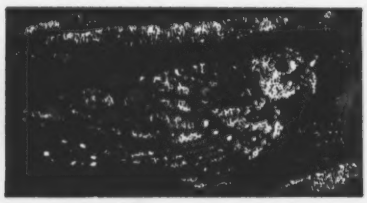
You should not be surprised that many of these crayfish and other subterranean animals are blind, for there is no light here by which to see. For them, touch and smell become more important senses. Many develop enormously long feelers (antennae) and perhaps long legs as well, both used as advance probes. Flying is impossible in narrow spaces, and many of the subterranean animals have adjusted to this fact by losing their flying wings. Bats and the few birds that nest routinely in caves, such as oil birds in northern South America and cave swiftlets in the Far East (the nests of the latter are the source for Oriental "birds' nest soup") can find their way in total darkness by listening

Section - 10

to the echoes of their own chirps. Outdoors at night, the bats use their skill in flying and their extraordinary hearing abilities to echolocate flying insects, catching targets as small as midges and mosquitoes. Moths are easy prey unless they hear the cry of an approaching bat and drop to the ground.

Section - 10

A blind crayfish



An oil bird

Section - 11

If, by chance, you have a safe cave to explore nearby, you can find wild creatures that use it as a sanctuary. Each cave seems to beckon the explorer. But never enter one alone, or before telling responsible people outside where you are going and how long you plan to worm your way through its narrow parts. Take emergency equipment with you: flashlights, spare bulbs and batteries, a first-aid kit in case you scratch yourself on something sharp, some food and drinkable water in carriers that will not break if dropped, and a sweater or blanket since so many caves prove to be chilly—no warmer than the average temperature of the soil at that same depth beneath the surface.

Section -12

Even winter can hide in a cave during the summer months, because soil and rock layers overhead insulate the cave, protecting it from the sun's warmth. You may not

Section - 13

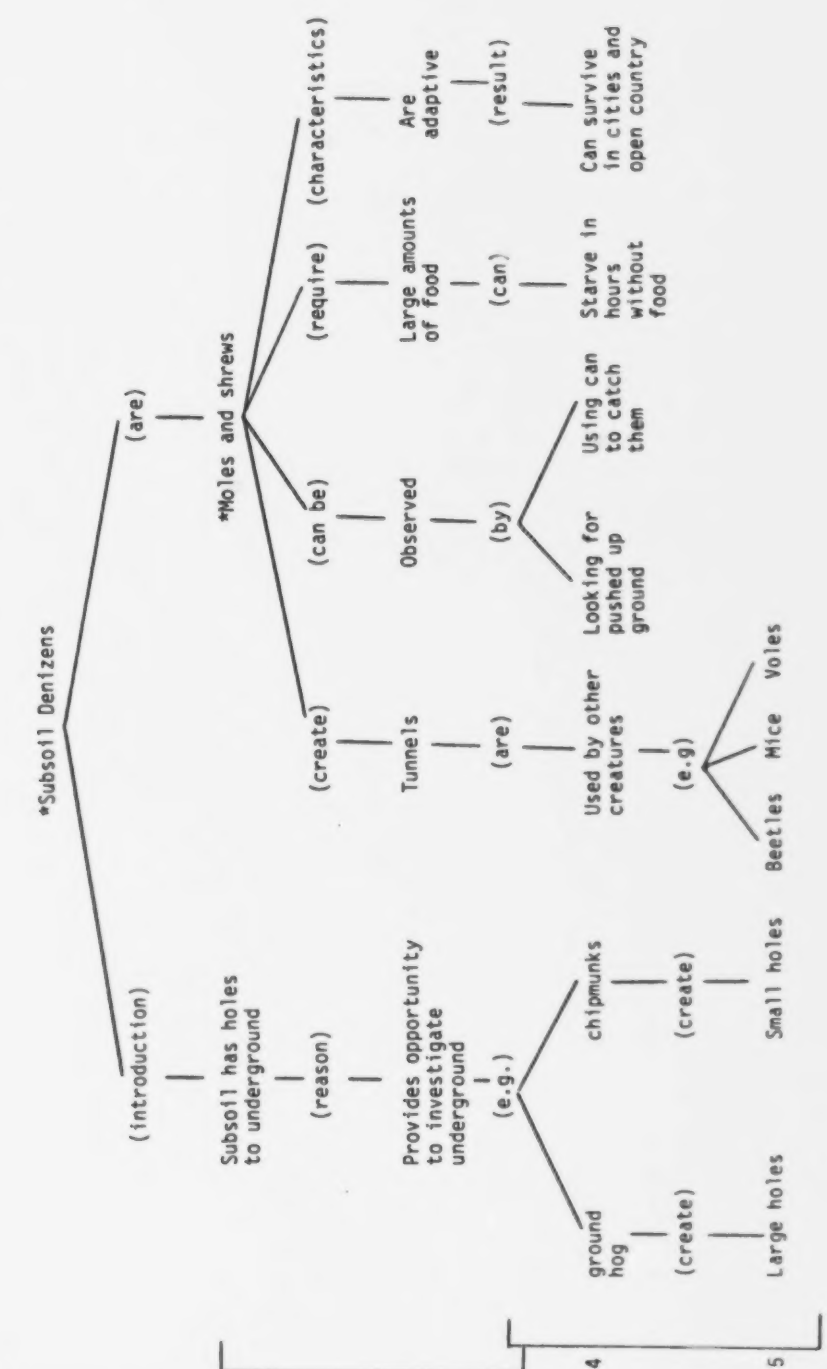
notice the chill at first while exploring caverns and their tributary branches. But after scrambling through narrow passageways, you will need your sweater or a blanket to sit on. The chill keeps most of the cave animals quiet, too, unless like raccoons and bats, they have brought in food from the outside world to be digested and used to warm their bodies.

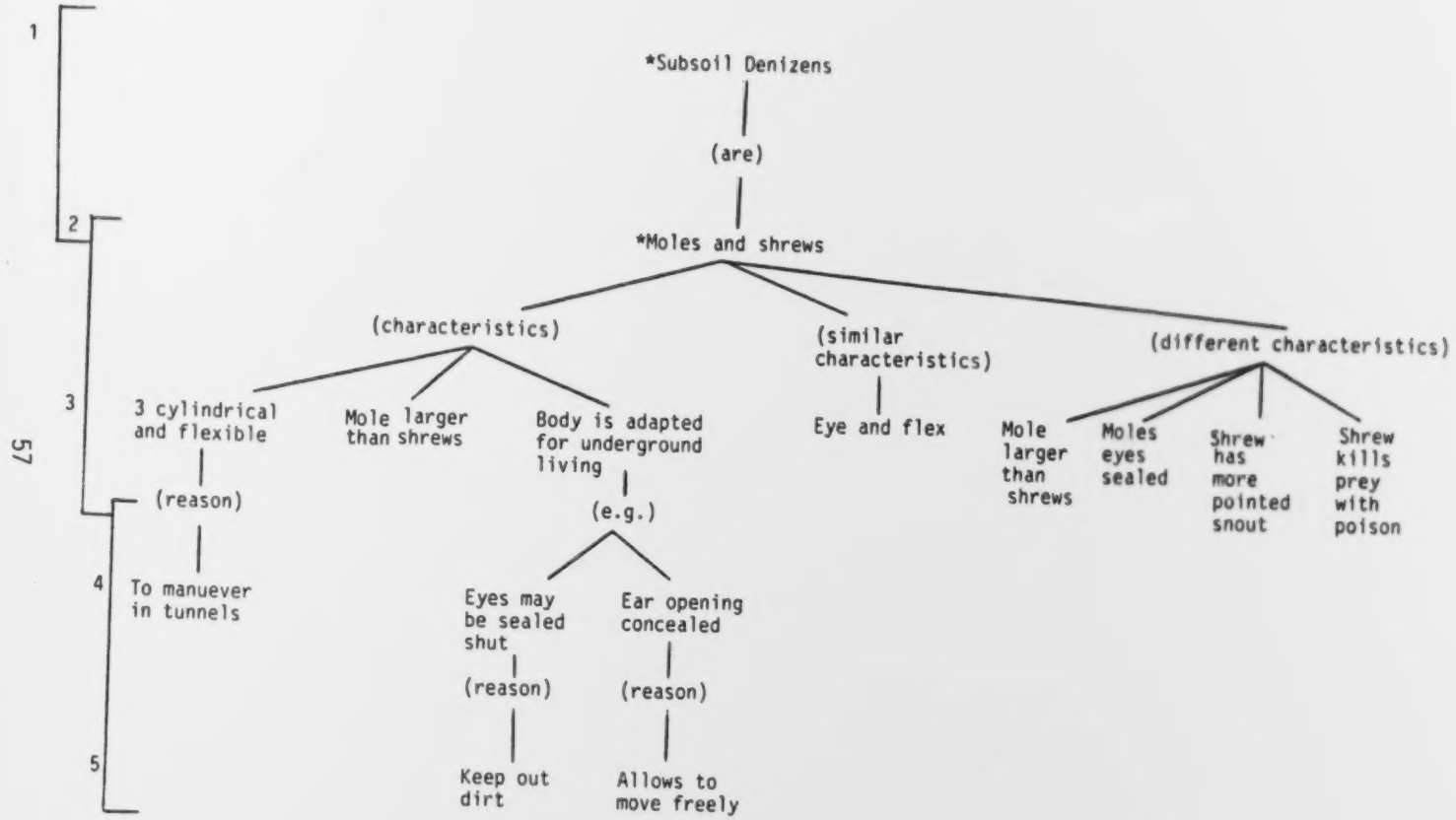
Section -13

The bats in particular consume more food than they can digest fully. Below their clinging sites their droppings accumulate as a guano rich in organic matter. It nourishes the molds, then the cave crickets that feed on the molds, and finally the cricket eaters such as spiders and salamanders. The guano is so full of nitrates, from insects partially digested by the bats, that human revolutionaries hiding in caves gathered it as a resource from which to prepare gunpowder. In a more constructive use, the guano can be mixed with topsoil to make the soil more nourishing for the roots of favored plants. But either use takes it away from the cave community which, because it is remote from the light of day, needs every source of energy to survive.

Section - 14

Sample Conceptual Map
Grade 10
Subsoil Denizens



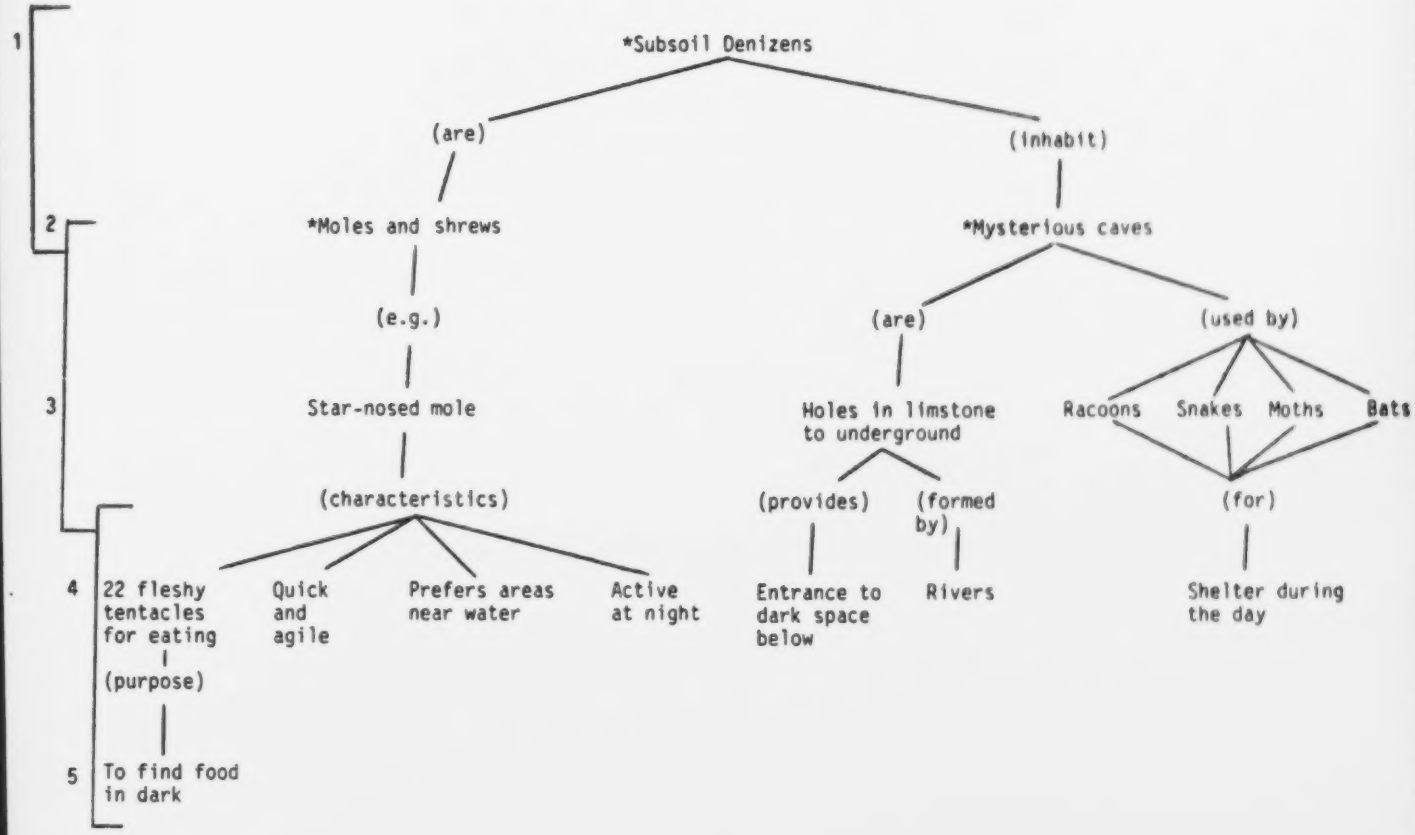


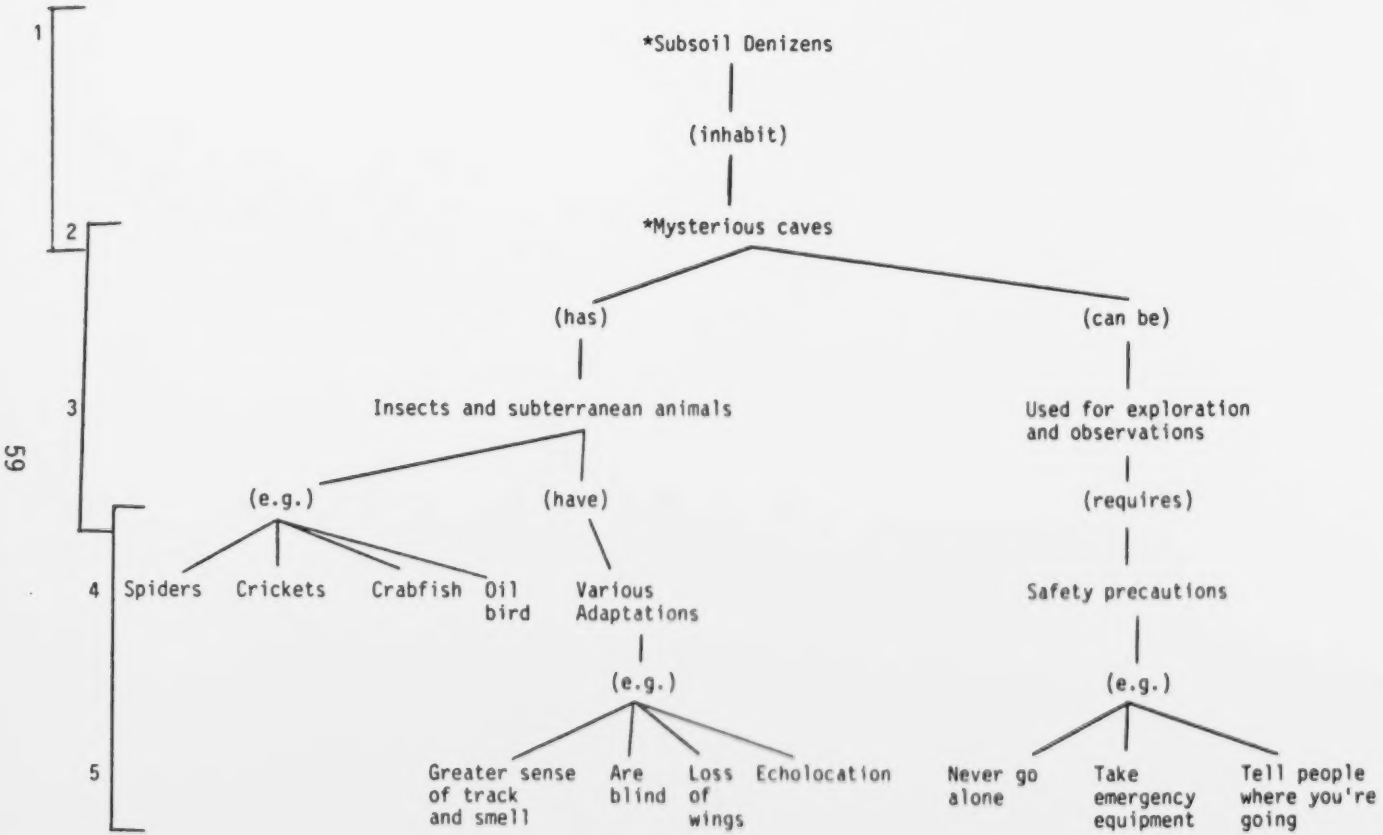
57

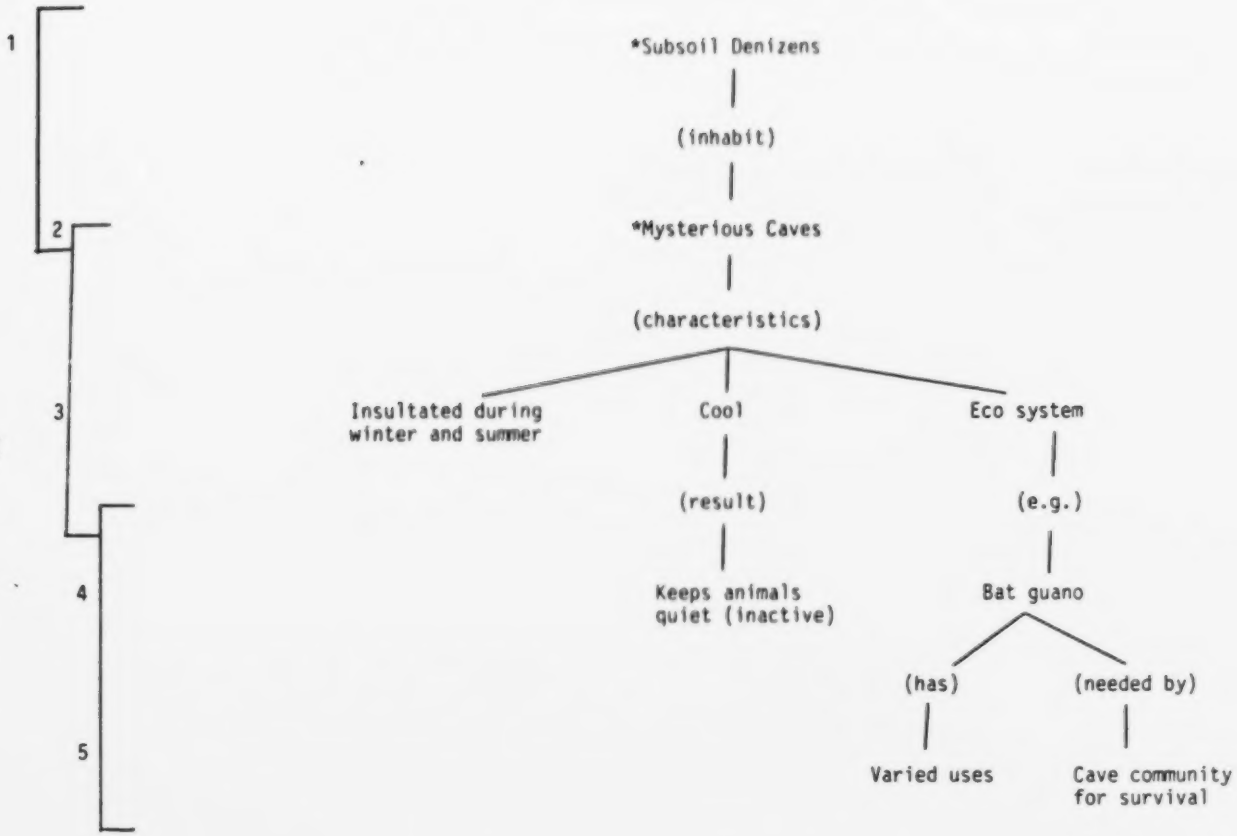
61

62

Attachment 5b (page 2 of 5)


1
*Subsoil Denizens
(are)
(inhabit)
2
*Moles and shrews
*Mysterious caves
(e.g.)
(are)
(used by)
3
Star-nosed mole
Holes in limstone to underground
Racoons
Snakes
Moths
Bats
(characteristics)
(provides)
(formed by)
(for)
4
22 fleshy tentacles for eating
Quick and agile
Prefers areas near water
Active at night
Entrance to dark space below
Rivers
Shelter during the day
(purpose)
5
To find food in dark


1
2
3
4
5
*Subsoil Denizens
(inhabit)
*Mysterious caves
(has)
(can be)
Insects and subterranean animals
Used for exploration and observations
(e.g.)
(have)
(requires)
Spiders
Crickets
Crabfish
Oil bird
Various Adaptations
Safety precautions
(e.g.)
(e.g.)
Greater sense of track and smell
Are blind
Loss of wings
Echolocation
Never go alone
Take emergency equipment
Tell people where you're going


1
2
3
4
5
*Subsoil Denizens
(inhabit)
*Mysterious Caves
(characteristics)
Insultated during winter and summer
Cool
Eco system
(result)
(e.g.)
Keeps animals quiet (inactive)
Bat guano
(has)
(needed by)
Varied uses
Cave community for survival

Sample Topic Familiarity
Grade 10 Reading Selection
Subsoil Denizens

Characteristics

1 Does **balance** help to describe **ecology**?

* **A** Yes

B No

2 Does **economics** help to describe **ecology**?

A Yes

* **B** No

Examples

3 Is a **food chain** an example of **ecology**?

* **A** Yes

B No

4 Is a **city government** an example of **ecology**?

A Yes

* **B** No

Relations

5 **Adaptation** is influenced by an organism's **environment**. Is this correct?

* **A** Yes

B No

6 **Developing grey hair** is a way of **adapting** to old age. Is this correct?

A Yes

* **B** No

* Designates correct response.

Sample Constructing Meaning Items*
Grade 10 Reading Selection
Subsoil Denizens

Central Purpose/ Text

1 The central purpose of this passage is to

A describe the life in subterranean environments.

B compare the characteristics of tunnel and cave dwellers.

C compare the underground world of moles and shrews to the caves of bats and spiders.

D describe the eating habits of a variety of underground animals.

Central Purpose/ Beyond Text

2 If moles became unable to live in the subsoil, they might develop

A the ability to see in the light.

B the capacity to eat flower bulbs.

C the ability to live on smaller daily diets.

D long feelers and legs.

Major Idea/ Intersentence

3 Shrews differ from moles in that shrews

A poison their prey.

B dig tunnels.

C need large amounts of food.

D hunt at night.

---

* For ease of reading, **A** is the correct answer for each of these sample items.

Major Idea/Text

4 An important characteristic of cave is that they

A are insulated.
B support a variety of plant life.
C contain an essential component of gunpowder.
D keep the earth's temperature within a narrow range.

Major Idea/ Beyond Text

5 In what way are animals that live underground similar to those that live in caves?

A Their size is restricted.
B They have the ability to burrow.
C They depend on echolocation.
D They are unable to see.

Supporting Idea/ Intersentence

6 Why have moles developed smooth fur?

A It makes it easier to move in tunnels.
B It becomes harder for other animals to find them.
C It repels insects and other prey.
D It creates a comfortable shelter for its young.

Supporting Idea/ Text

7 Echolocation is an adaptation that MOSTLY helps animals to

A find food.
B build tunnels.
C locate underground streams.
D fight off enemies.

Supporting Idea/ Beyond Text

8 Whis is one adaptation that a tunnel animal would be MORE likely to have than a cave animal?

A sharp claws

B a keen sense of sight

C nocturnal feeding habits

D very long legs

Sample Knowledge About Reading Items*
Grade 10 Reading Passage
Subsoil Denizens

Knowledge/
Reader Factors

1 What type of knowledge would help you MOST in understanding this reading selection?

A knowing how an animal's physical characteristics are related to its environment.

B knowing how the size of an animal determines its food requirements.

C knowing how caves are formed over long periods of time.

D knowing how hawks hunt for food at night.

Knowledge/
Text (Type)

2 The purpose of this reading selection is to

A present descriptive material.

B encourage soil and animal conservation

C present two opposing viewpoints.

D analyze scientific data.

Knowledge/
Text (Adjunct Aid)

3 One way this reading selection is organized is by its use of

A boldface titles.

B italicized vocabulary.

C enumeration.

D quotations from other sources.

---

* For ease of reading, A is the correct answer in each sample item.

Knowledge/Text (Macrostructure)

4 What is the major purpose of Section 1?

A to introduce the topic in a non-scientific way

B to define the major terms used in the reading selection

C to summarize the key ideas of the reading selection

D to tell readers how the reading selection applies to their own lives.

Knowledge/Text (Microstructure)

5 Section 3 differs from the other sections of this reading selection in that it

A invites reader participation.

B describes various data.

C sequences major ideas.

D categorizes scientific evidence.

Knowledge/Text (Adjunct Aid)

6 A major purpose of the illustrations in Section 5 is to

A compare two animals.

B introduce two cave dwellers.

C illustrate the central purpose of the reading selection.

D identi;fy the animals' habitats.

Knowledge/ Strategies

7 What strategies would be MOST helpful in preparing for a short quiz on moles and shrews?

A Reread and take nots on Selections 4-5, and review the notes.

B Skim and scan the entire reading selection several times.

C Study the pictures in Section 5 and memorize the measurements in Sections 4 and 6.

D Do the experiment in Section 3 and take notes on the outcome.

Knowledge/
Strategies

8 Which activity would represent an application of the ideas in this reading selection?

A Compare the traits of a cave crayfish to those of a river crayfish.

B Draw a picture of an oil bird.

C Compile a glossary of new terms contained in the reading selection.

D Read a book about early dave dwellers.

Knowledge/Test
(Literary Device)

9 One intent of the authors' use of personal references in Section 3 is to

A persuade people to change the way they observe animals in nature.

B show how the habitats of the animals and humans are related.

C introduce the reader to an unknown world.

D suggest more humane ways of dealing with animals.

Sample Student's Self-Report of Performance, Effort, and Interest Items
Grade 10 Reading Selection
Subsoil Denizens

Ability **(How well am I able to read?)**

1 It was easy for me to answer the test questions for **"Subsoil Denizens."**

- **A** strongly agree
- **B** agree
- **C** disagree
- **D** strongly disagree

2 I had trouble understanding the main ideas in **"Subsoil Denizens."**

- **A** strongly agree
- **B** agree
- **C** disagree
- **D** strongly disagree

Effort

(How hard did I try?)

3 I worked hard so I would do well on the test questions for **"Subsoil Denizens."**

- **A** strongly agree
- **B** agree
- **C** disagree
- **D** strongly disagree

4 I put very little effort into understanding the words in **"Subsoil Denizens."**

A strongly agree

B agree

C disagree

D strongly disagree

Interest

(How interested was I?)

5 I would like to tell someone else about the ideas in **"Subsoil Denizens."**

A strongly agree

B agree

C disagree

D strongly disagree

6 Reading more passages like **"Subsoil Denizens"** would be boring.

A strongly agree

B agree

C disagree

D strongly disagree

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

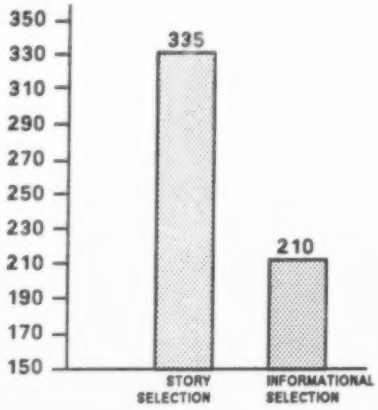
INDIVIDUAL STUDENT REPORT

GRADE 4 ESSENTIAL SKILLS READING TEST

Student: SMITH BETTY Student No: 1234567890
Teacher: JONES MELINDA Section:
District: MITCHVILLE PUBLIS SCHOOLS Age: 11-04
School: HOWELL HIGH SCHOOL School Year: 88 89969

TEST SCORES FOR EACH READING SECTION

I. CONSTRUCTING MEANING



BEYOND TEXT
ANSWERS DERIVED FROM COMBINATIONS OF PRIOR KNOWLEDGE WITH TEXT INFORMATION.

TEXT
ANSWERS DERIVED FROM ONE OR MORE PARAGRAPHS.

INTERSENTENCE
ANSWERS DERIVED FROM 2-3 CONTIGUOUS SENTENCES.

BEYOND TEXT	6/7	1/5
TEXT	10/10	3/11
INTERSENTENCE	3/3	4/4
TOTAL SCALED SCORES	335	210

II. TOPIC FAMILIARITY*	Low	Mod
III. KNOWLEDGE ABOUT READING*	High	Mod
IV. STUDENT'S SELF REPORT OF:		
PERFORMANCE*	Mod	Low
EFFORT*	High	Mod
INTEREST*	Mod	Mod

on each selection used in this test

V. TEST SUMMARY
CATEGORY OF ACHIEVEMENT: 2A

*SPECIFIC TO THE SELECTIONS USED IN THIS TEST **NOT TESTED

(MEAP 1)

Attachment 6a (page 1 of 1)

Michigan Educational Assessment Program

meap

1988 - 1989
CLASSROOM LISTING REPORT
ESSENTIAL SKILLS READING TEST
GRADE 7

DISTRICT: PUBLIC SCHOOLS
SCHOOL: JUNIOR HS
TEACHER: MARILY SECTION X
CODES: DISTRICT SCHOOL

NOTE: In 1988, new MEAP tests were implemented. The Standards being measured have changed significantly. Longitudinal comparisons should not be made with previous Reading tests.

STUDENT NAME		TEST SUMMARY		STORY SELECTION										INFORMATIONAL SELECTION									
				CONSTRUCTING MEANING					TOPIC FAMIL	KNOW. ABOUT READING	STUDENT' SELF REPORT OF:			CONSTRUCTING MEANING					TOPIC FAMIL	KNOW. ABOUT READING	STUDENT' SELF REPORT OF:		
		SATIS PERF?	CATEGORY	B	T	I	TOTAL SCALED SCORE	SATIS PERF?			PERF.	EFF.	INT.	B	T	I	TOTAL SCALED SCORE	SATIS PERF?			PERF.	EFF.	INT.
A	MARC	YES	3	3	10	6	319	YES	LOW	HIGH	HIGH	MOD	MOD	4	10	3	317	YES	HIGH	MOD	HIGH	LOW	LOW
B	MICHE	NO	2B	2	8	6	214	NO	HIGH	MOD	HIGH	LOW	LOW	3	12	1	310	YES	MOD	HIGH	MOD	LOW	LOW
H	CLINT	NO	2A	3	7	5	315	YES	HIGH	HIGH	HIGH	MOD	MOD	5	8	3	294	NO	HIGH	LOW	MOD	LOW	MOD
V	NEIL	NO	2B	2	3	0	156	NO	HIGH	LOW	MOD	LOW	LOW	4	12	3	330	YES	LOW	HIGH	MOD	LOW	MOD
NUMBER OF STUDENTS		211						371										232					
PERCENT OF STUDENTS		42.1						74.2										46.0					

**NOT TESTED.
*SPECIFIC TO THE SELECTIONS USED IN THIS TEST.

TOTAL NUMBER OF STUDENTS IN THIS REPORT. 4

For detailed information, see the MEAP Handbook.

(MEAP4)

Attachment 6b (page 1 of 1)

Michigan Educational Assessment Program

meap

1988 - 1989
SCHOOL SUMMARY
ESSENTIAL SKILLS READING TEST
GRADE 4

DISTRICT: PUBLIC SCHOOLS
SCHOOL: DOUGLAS ELEMENTARY SCHOOL
CODES: DISTRICT SCHOOL

NOTE: In 1988, new MEAP tests were implemented. The Standards being measured have changed significantly. Longitudinal comparisons should not be made with previous Reading tests.

I. Distribution of Constructing Meaning Scores

STORY SELECTION

SCALED SCORE	PERCENT OF STUDENTS	SCALED SCORE	PERCENT OF STUDENTS
340	8.8	293	5.9
332	11.8	284	2.9
326	5.9	290	7.4
320	7.4	279	5.9
321	8.8	264	0.0
318	7.4	255	2.9
315	4.4	233	2.9
307	4.4	239	0.0
303	4.4	178	1.5
298	4.4	169	0.0
		157	0.0

PERCENT SATISFACTORY PERFORMANCE = 50.0 MEAN = 333.3
NUMBER SATISFACTORY PERFORMANCE = 69 STD. DEV. = 5.8

INFORMATIONAL SELECTION

SCALED SCORE	PERCENT OF STUDENTS	SCALED SCORE	PERCENT OF STUDENTS
350	0.0	293	4.5
348	0.0	288	0.0
338	3.0	282	13.4
331	6.0	276	10.4
327	1.5	270	7.5
326	2.0	259	13.4
318	13.4	225	6.0
310	3.0	218	3.0
304	1.5	207	1.5
300	9.0	186	0.0
		183	0.0

PERCENT SATISFACTORY PERFORMANCE = 13.4 MEAN = 333.6
NUMBER SATISFACTORY PERFORMANCE = 87 STD. DEV. = 5.5

II. Relationship Between Constructing Meaning Scores and Other Test Components

TOPIC FAMILIARITY*

CONSTRUCTING MEANING	STORY SELECTION HIGH	STORY SELECTION MOD	STORY SELECTION LOW	STORY SELECTION NUMBER OF STUDENTS	INFORMATIONAL SELECTION HIGH	INFORMATIONAL SELECTION MOD	INFORMATIONAL SELECTION LOW	INFORMATIONAL SELECTION NUMBER OF STUDENTS
SATIS. PERF. (300 & above)	97.1	2.9	0.0		66.7	33.3	0.0	
NEEDS IMP. (299 & below)	85.3	14.7	0.0		44.8	53.4	1.7	

KNOWLEDGE ABOUT READING*

CONSTRUCTING MEANING	STORY SELECTION HIGH	STORY SELECTION MOD	STORY SELECTION LOW	STORY SELECTION NUMBER OF STUDENTS	INFORMATIONAL SELECTION HIGH	INFORMATIONAL SELECTION MOD	INFORMATIONAL SELECTION LOW	INFORMATIONAL SELECTION NUMBER OF STUDENTS
SATIS. PERF. (300 & above)	76.5	23.5	0.0		88.9	11.1	0.0	
NEEDS IMP. (299 & below)	11.8	67.6	20.6		24.1	34.5	41.4	

STUDENT'S SELF-REPORT OF PERFORMANCE, EFFORT, AND INTEREST*

CONSTRUCTING MEANING		STORY SELECTION HIGH	STORY SELECTION MOD	STORY SELECTION LOW	STORY SELECTION NUMBER OF STUDENTS		INFORMATIONAL SELECTION HIGH	INFORMATIONAL SELECTION MOD	INFORMATIONAL SELECTION LOW	INFORMATIONAL SELECTION NUMBER OF STUDENTS
SATIS. PERF. (300 & above)	PERF	0.0	62.5	37.5	43	PERF	0.0	62.5	37.5	29
	EFF	0.0	75.0	25.0		EFF	0.0	75.0	25.0	
	INT	0.0	75.0	25.0		INT	0.0	75.0	25.0	
NEEDS IMP. (299 & below)	PERF	0.0	62.5	37.5	26	PERF	0.0	62.5	37.5	40
	EFF	0.0	75.0	25.0		EFF	0.0	75.0	25.0	
	INT	0.0	75.0	25.0		INT	0.0	75.0	25.0	

*SPECIFIC TO THE SELECTIONS USED IN THIS TEST. **NOT TESTED.

III. Percent of Student by Category of Achievement

CATEGORY OF ACHIEVEMENT	1989
3	25.0
2A	33.3
2B	33.3
1	8.3
Number Of Pupils	69

SATIS. PERF. 50% STORY N = 68
SATIS. PERF. 13.4% INFORMAT. N = 67

STATUS/CHANGE CATEGORY

Status: INSUFFICIENT DATA
Change: INSUFFICIENT DATA

IV. Results of the Basic Skills Reading Test

YEAR	PERCENT PASSED	TOTAL NUMBER OF STUDENTS TESTED
1988	88.8	64
1989	89.9	88

NOTE: THE 1989 FIGURE GIVES THE PERCENT OF STUDENTS WHO PASSED THE SUBSET OF THE OLD MEAP BASIC SKILLS READING TEST. THE 1988 FIGURE IS COMPUTED WITH ONLY THE SUBSET OF ITEMS, NOT THE ENTIRE TEST USED IN 1988.

CAUTION: THE 1988 AND 1989 OLD MEAP BASIC SKILLS READING TEST SCORES ARE NOT COMPARABLE TO THE OTHER 1989 RESULTS REPORTED ON THIS FORM, NOR TO THE 1988 RESULTS REPORTED LAST YEAR

Total Number of Answer Sheets Processed: 69

For detailed information, see the MEAP Handbook.

80

(MEAP)1

72

Attachment 6c (page 1 of 1)

79

WHAT IS TESTED?

Every-pupil testing is conducted annually in the areas of mathematics and reading in grades four, seven, and ten. Other subject areas, such as science, are tested at other grade levels. Each subject is tested by a separate (grade-specific) test. The tests measure State Board of Education approved goals and objectives.

SAMPLE MATHEMATICS OBJECTIVES AND TEST ITEMS

Each tested mathematics objective is measured by three questions. If the student gets the right answer to at least two of the questions, the student has attained that objective. Objectives that are similar are grouped together and called a "Skill Area".

Because the objectives are essential, all students should attain all of the objectives. However, attainment of 75% or more is considered satisfactory performance.

The mathematics skill area of Whole Numbers contains some objectives that are tested at grade 4, some at grade 7, and some at grade 10. The following shows a Whole Numbers math objective and test item from each grade level. (Remember, your child sees only the test item, not the objective description.)

Grade 4 Whole Numbers Objective: Given addition problems involving a two-digit number plus a two-digit number requiring no regrouping (carrying), the learner will find the sums.

Test Item: Add 54 + 34 =

Answer Choices:

A 28 B 30 C 86 D 98

Grade 7 Whole Numbers Objective: Given a three-digit number (without zeros), the learner will subtract a three-digit number with regrouping (borrowing).

Test Item: Subtract 843
-271

Answer Choices:

A 562 B 1,114 C 572 D 632

Grade 10 Whole Numbers Objective: Given a division exercise which a two-, three-, or four-digit dividend, and a two-digit divisor, with or without a remainder, the learner will determine the quotient.

Test Item: $28\overline{)537}$

Answer Choices:

A 18 R23 B 19 R5 C 21 R9 D 181 R5

73

YOUR CHILD'S TEST RESULTS

1989-90

Student: CARROLLTON ELEMENTARY SCH 5141
Name: JEREMY M CHAPMAN Grade: 7

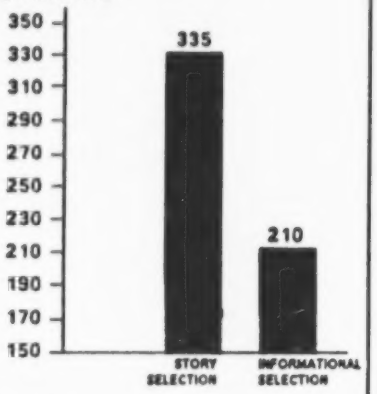
MATHEMATICS

Skill Area Tested:	Number of Skills Tested:	Attained:
Numeration	2	2
Whole Numbers	8	6
Decimals	3	2
Fractions	6	5
Metric Measurement	4	3
Non-Metric Measurement	2	1
Geometry	2	2
Probability & Statistics	1	1
TOTAL	28	22

% MATH SKILLS ATTAINED: 79%

TEST SCORES FOR EACH READING SECTION

I. CONSTRUCTING MEANING



TOTAL SCALED SCORES	335	210
II. TOPIC FAMILIARITY*	Low	Mod
III. KNOWLEDGE ABOUT READING*	High	Mod
IV. STUDENT'S SELF REPORT OF:		
PERFORMANCE*	Mod	Low
EFFORT*	High	Mod
INTEREST*	Mod	Mod

on each selection used in this test

V. TEST SUMMARY

CATEGORY OF ACHIEVEMENT: 2A

*SPECIFIC TO THE SELECTIONS USED IN THIS TEST
**NOT TESTED

Reading Objectives and Test Items

The new MEAP reading test, given for the first time this fall, measures your child's reading skills based on how well your child gathers meaning from what he or she reads. Recent research has shown that understanding a reading selection is the best measure of reading ability.

Until now, the MEAP test of reading tested many separate skills, such as finding "root words," identifying prefixes and suffixes, and defining words. Educators now know that mastering these separate reading skills does not automatically guarantee a child will become a good reader. For this reason, the new MEAP reading test, called the the Essential Skills Reading Test, contains two longer, more challenging reading selections. One is a story and the other is an informational selection, similar to the kind found in social studies or science textbooks.

Students taking the new test are asked to answer four types of questions specific to each selection.

1. Constructing Meaning. These questions measure how well students understand the reading selection and whether they can use the information they have read to make decisions.

2. Topic Familiarity. These questions measure how much students already know about the subject of a reading selection before they read it.

3. Knowledge About Reading. These questions measure students' understanding of (a) applying appropriate reading strategies on the test, such as skimming, summarizing, and re-reading, and (b) identifying literary devices the author has used such as titles, subtitles, italics, illustrations, graphs, etc.

4. Student's Self-Report of Performance, Effort, and Interest. These questions measure students' attitudes about reading and test selections. Did they work hard to understand the meaning of the selections they read? Did they enjoy reading the selections? Do they see themselves as good readers? Would they like to read more selections like the ones they read in the test?

What Determines Satisfactory Performance?

Satisfactory performance on the reading test is based on how well a student does on the constructing meaning questions for both reading selections. To receive "satisfactory performance," a student must achieve a score of 300 or more on each reading selection. A score between 150 and 299 indicates the student "needs improvement."

The other three types of questions (defined above) help teachers understand each student's constructing meaning score.

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